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ADDRESS

UPON THE

CONDITION OF ARTICULATION TEACHING IN AMERICAN SCHOOLS FOR THE DEAF,

BY

ALEXANDER GRAHAM BELL,

PRESIDENT OF THE AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF.

DELIVERED JUNE 29, 1892,

AT THE OPENING OF THE SECOND SUMMER MEETING OF THE ASSOCIATION,

HELD AT CROSBYSIDE HOTEL, LAKE GEORGE, N.Y.,

JUNE 29 TO JULY 8, 1892.

BOSTON:

NATHAN SAWYER & SON, PRINTERS,

1893.

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COMPLIMENTS OF

ALEXANDER GRAHAM BELL.

1331 CONNECTICUT AVENUE,

WASHINGTON, D.C.

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ADDRESS.

LADIES AND GENTLEMEN: As short a time ago as the year 1890, such a meeting as this was supposed to be impossible. Teachers of the deaf, of course, have met in conventions before; but they have been entertained at the expense of some school for the deaf. Teachers of the deaf, as a rule, are not overburdened with means, and it was supposed to be impossible to bring about any large gathering of this kind at the expense of the teachers themselves.

Well, last year we tried the experiment, and one hundred and fifty teachers of the deaf assembled at Lake George, — not for three or four days, as had been the case in conventions, but for ten days, — and paid their own expenses. Well, that was an experiment, and it was thought that we could not do that again, at least not the very next year; but again we have come together in increased numbers, full of energy and enthusiasm for our work. On behalf of the board of directors, I may say that we accept this large gathering as an endorsement of the value of the work that was accomplished during the last meeting. We accept it as a proof that you have been satisfied, and that the teachers who came here last year from far and wide, at considerable expense and inconvenience to themselves, have profited by what they found here, to such an extent that they are willing to incur all this expense and trouble again, in the belief that they will be amply repaid, and return to their schools better equipped for their work.

I need hardly say that the board of directors are highly gratified by this mark of your confidence, and we trust that you will all go away from Lake George with the feeling that you have received still more that is of value and help to you in your noble work, and that you will all feel that it has paid you to come.

Upon this occasion it would be a proper thing for me to say a few words regarding the object of our Association, what we have accomplished during the past year, and what we aim to do in the future. However, that subject will come up in our meeting

this evening, and it will hardly, therefore, be necessary for me this morning to do more than direct your attention to the object that brings us together, — to the great end and aim of our existence as an Association, — and to give you some report of the progress of articulation teaching in America since our last meeting.

For a great many years past, the advocates of the different methods of educating the deaf have been in generous rivalry with one another; and in our conventions we have discussed very fully the relative merits of the different methods of instruction. Into the contest between the different methods of instruction we don't propose to go. We are an entirely neutral body. In 1886, at the California convention, a resolution was unanimously adopted by the entire profession, including teachers who were violently opposed to one another upon other subjects. It was in effect that every deaf child should be given a chance to learn to speak. It was in effect that earnest and persistent endeavors should be made in every school for the deaf, to teach every child to speak and read from the lips. That is the platform upon which we stand. We have come into existence as an organization, not to antagonize any school or system of schools, but to help schools of all sorts in America to carry out the spirit and purport of that resolution.

REPORT ON ARTICULATION TEACHING IN AMERICA.

I have made a close examination of the statistics of articulation teaching in order to ascertain how far that resolution has been carried into effect. Great progress is manifest since our last Summer Meeting; but though a great increase has taken place in the number of articulation teachers employed, and in the number of deaf pupils taught articulation, still the majority of our pupils have not yet been given an opportunity of learning to speak. I beg to place in your hands a detailed analysis of the statistics of speech-teaching in American schools for the deaf, which I have compiled from the American Annals of the Deaf for your information [See Appendix]. The statistics concerning articulation teaching extend back only as far as the year 1884.

The tables I have placed in your hands will show you the total number of pupils in each school for the deaf in the United

States and the Dominion of Canada, and the total number of pupils taught speech in each year from 1884 up to the present time. From these figures I have calculated the percentage of pupils taught speech in each school for the deaf; and the results are shown graphically in the charts placed in your hands. The tables also include the total number of teachers employed in each school for the deaf, and the total number of these who are engaged in teaching articulation.

The following Tables give a summary of the results shown in detail in the Appendix. They exhibit the general statistics of articulation teaching in the United States up to January, 1892: —

TABLE I.

STATISTICS COMPILED FROM THE AMERICAN ANNALS OF THE DEAF.

DATE.	INSTRUCTORS OF THE DEAF EMPLOYED IN AMERICAN SCHOOLS.			HEARING TEACHERS.		PERCENTAGE OF HEARING TEACHERS.	
	Total Teachers.	Deaf Teachers.	Hearing Teachers.	Articulation Teachers.	Not Articulation Teachers.	Articulation Teachers.	Not Articulation Teachers.
1884	508	155	353	–	–	–	–
1885	540	156	384	–	–	–	–
1886	566	158	408	134	274	32.8	67.2
1887	577	155	422	171	251	40.5	59.5
1888	606	154	452	199	253	44.0	56.0
1889	615	160	455	208	247	45.7	54.3
1890	641	170	471	213	258	45.2	54.8
1891	686	167	519	260	259	50.0	50.0

TABLE II.

STATISTICS COMPILED FROM THE AMERICAN ANNALS OF THE DEAF.

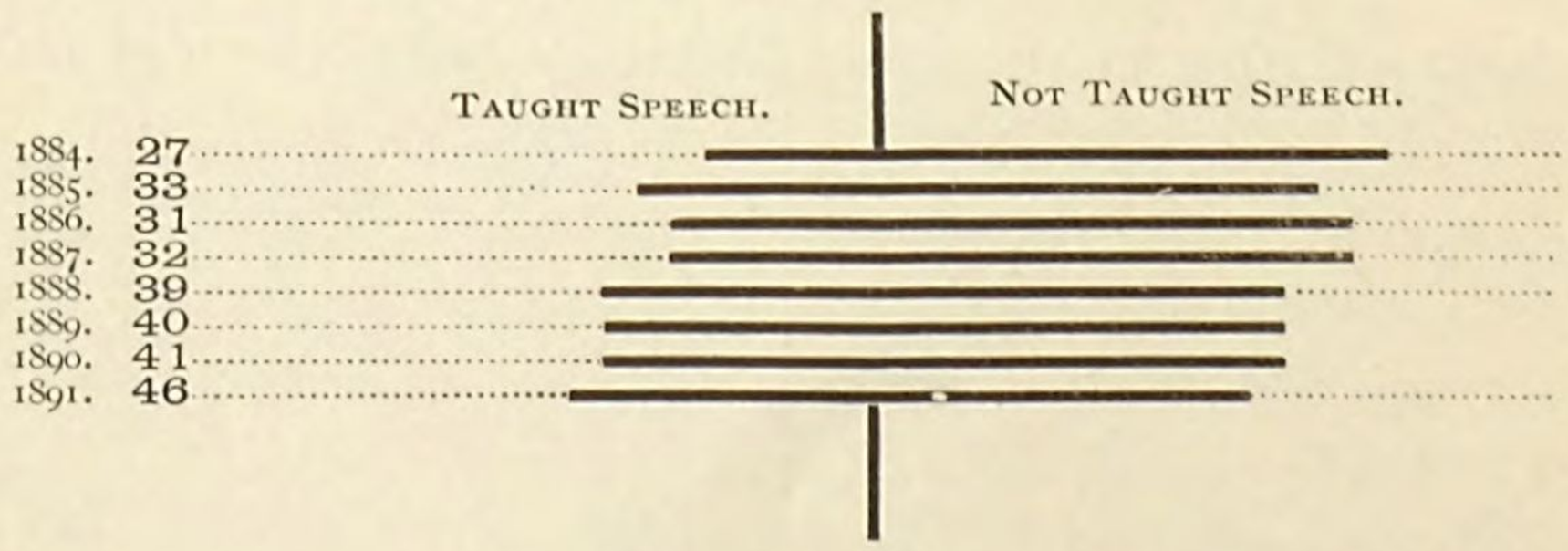
DATE.	NUMBER OF PUPILS IN AMERICAN SCHOOLS FOR THE DEAF.			PERCENTAGE OF PUPILS IN AMERICAN SCHOOLS FOR THE DEAF.	
	Total Pupils.	Taught Speech.	Not Taught Speech.	Taught Speech.	Not Taught Speech.
1884	7,482	2,041	5,441	27.2	72.7
1885	7,801	2,618	5,183	33.5	66.4
1886	8,050	2,484	5,566	30.8	69.1
1887	7,978	2,556	5,422	32.0	67.9
1888	8,372	3,251	5,121	38.8	61.1
1889	8,575	3,412	5,163	39.7	60.2
1890	8,901	3,682	5,219	41.3	58.6
1891	9,232	4,245	4,987	46.0	54.0

The total number of teachers of the deaf employed in the United States in 1890 was 641, and in 1891, 686. This is an increase of 45. When we come to analyze the details we find that this is an increase *exclusively of articulation teachers*. This is shown by the following facts: In 1890 there were 213 articulation teachers employed, whereas in 1891 there were 260, — an increase of 47 articulation teachers. The first statistics upon this subject were collected by the Annals in 1886. In that year we find articulation teachers constituted 32.8 per cent. of the hearing teachers in our schools for the deaf; in 1887 they constituted 40.5 per cent.; in 1888, 44 per cent.; in 1889, 45.7 per cent.; in 1890, 45.2 per cent.; in 1891, the latest returns, 50 per cent. Indeed, they constituted one more than 50 per cent. There were 260 articulation teachers to 259 hearing teachers who were not engaged in articulation work.

In regard to the proportion of deaf pupils taught speech, the increase during the past year has been very marked. In 1890 there were 3,682 deaf children in the United States taught speech; in 1891, 4,245, an increase of 563. In 1890, 41.3 per cent. of our pupils were taught speech; in 1891, 46 per cent. I am sure that this increase is due very greatly to the stimulus of the first Summer Meeting of this Association.

The following diagram illustrates in a graphical manner the percentage of pupils taught speech in American schools for the deaf since the year 1884, when statistics upon the subject were first collected by the Annals: —

PERCENTAGE OF PUPILS TAUGHT SPEECH.



No attempts to teach speech have been made to the percentage of pupils shown by the black lines on the right-hand side of the diagram; and, unfortunately, these pupils still constitute

the majority of the whole. There is still work, therefore, for this Association to do, for no attempt has yet been made to teach speech to 54 per cent. of our pupils. Of course, the statistics in the Annals include the whole of our pupils, old as well as young ; and it has occurred to me, therefore, that they may not give us a true indication of the extent to which the California Resolution is being carried out in the country at large, and that a better indication would be obtained by statistics concerning younger pupils alone. I therefore sent out a circular letter of inquiry to the superintendents and principals of American schools for the deaf, requesting, —

(1) The total number of new pupils admitted during the school year just closed ;

(2) The number of new pupils taught speech ; and

(3) The number of these taught *by* speech.

The following table shows the results of the inquiry : —

SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF, 1891.

SCHOOLS FOR THE DEAF.		No. of Pupils within the year 1891. [From the Annals for Jan. 1892.]			New Pupils admitted during the school-year ending June, 1892. [From replies to circular letter of A. G. Bell.]				
		Total Pupils.	Total Taught Speech.	Percentage Taught Speech.	Total New Pupils.	Total Taught Speech.	Total Taught by Speech.	PERCENTAGE. Taught Speech.	PERCENTAGE. Taught by Speech.
UNITED STATES,	A . .	5,614	2,960	53	836	580	363	69	43
	B . .	1,619	759	47	266	189	–	71	–
	C . .	1,999	536	27	–	–	–	–	–
Total,		9,232	4,255	46	1,102	769	–	70	–
CANADA, . . .	A . .	445	92	21	59	20	5	35	8
	B . .	309	132	43	63	41	–	65	–
	C . .	39	5	13	–	–	–	–	–
Total,		793	229	29	122	61	–	50	–

A. Complete returns were received from these schools.

B. The returns received from these schools did not state definitely the number of new pupils taught by speech. (See Table in the Appendix.) The Canadian schools marked "B" refer to the two Roman Catholic schools in Montreal. They return 126 pupils, or 41 per cent. of the whole, as taught by speech ; but do not state how many of the new pupils were so taught.

C. These schools did not reply to the circular letter of inquiry.

Replies have been received from schools containing 7,987 pupils, or 80 per cent. of the whole number under instruction in the United States and Canada. It is encouraging to note that while 46 per cent. of the whole number in our schools last year were taught articulation, 70 per cent. of the younger pupils were afforded an opportunity of learning to speak. The statistics published in the Annals are somewhat defective, because, while they give us the total number of pupils taught speech, they do not give us the number taught *by speech;* so that we have no statistics by which we can measure the progress of the oral method of teaching in America.

Professor Joseph C. Gordon of the National Deaf-Mute College, in some editorial remarks prefacing a volume entitled "The Education of the Deaf," about to be issued by the Volta Bureau, says: "The returns of pupils taught *by* speech are incomplete. The number reported for 1891 is 963, or 10.4 per cent. of the school population." The above table indicates that the percentage, in the case of the younger pupils, must be very much larger. Out of 836 new pupils admitted during the past school-year, 363, or 43 per cent., were taught by speech.

This percentage, however, is probably excessive, because the table shows that those schools which have done the most work in articulation teaching have been the most ready to respond to inquiries relating to the subject. We cannot, therefore, assume that the percentage holds for the schools that have not replied to my circular letter.

Still, even if we assume that these 363 deaf children were all who were taught by the oral method, the percentage must be very much higher than that given by Professor Gordon. This will be obvious from the following considerations: —

The schools containing these cases had a total attendance of 5,614 pupils, of whom 836, or 15 per cent., were new pupils admitted during the past school-year.

If this proportion held good for the whole country, then there must have been a total of 1,385 new pupils, — or 15 per cent. of 9,232, — admitted during the year just closed.

Now 363 of these, at least — or 26 per cent. — we know were taught by speech. Hence, for the younger pupils the

true proportion taught by speech lies somewhere between 26 and 43 per cent. of the whole. The lowest estimate very much exceeds the figures of Professor Gordon.

We have no means of ascertaining whether the proportion of our pupils taught by speech is increasing or diminishing; and I think it would be well for this Association to direct the attention of the editor of the Annals to the importance of collecting and publishing statistics upon this subject.

I have glanced over the reports of American schools for the deaf that have been published since our last meeting, and there are a few points contained in them to which I shall direct your attention.

In the Twelfth Biennial Report of the American Asylum at Hartford, the principal, Dr. Job Williams, gives his views upon what constitutes success in articulation work. He says, —

> "We hold that direct and earnest effort should be made by expert teachers of those branches, to teach speech and speech-reading to every pupil, and in no case should that effort be abandoned until those teachers are convinced that the pupil will never acquire enough of speech to be of any practical use. In some very unpromising cases the possibility of acquiring speech is not given up for two or three years. Here let me say that the criterion of success in speech should not be perfect naturalness of tone and inflection. It would be unreasonable to expect that, where the sense of hearing is wanting. Intelligibility is the prime requisite of good speech. Tone and inflection are secondary considerations. *Any pupil who has mastered speech and lip-reading so far as to be able to carry on conversation in regard to the ordinary affairs of life in speech so plain as to be readily understood by the members of his own family, even though others fail to understand him, should be counted as a successful articulator and lip-reader.* It is worth while to continue the instruction in these branches in many cases where the degree of success falls considerably short of the ability to carry on an extended conversation, provided that what of speech is acquired is easily understood. We must recognize the fact that intelligible speech is the readiest and most

> acceptable means of communication with people in general, but it must be intelligible. It is worth while for a child to gain even a limited amount of speech and lip-reading (the latter is as important as the former) in all cases where it can be done without serious sacrifice in mental development and acquisition of language."

We must all agree with Mr. Williams in these remarks. We should, of course, aim to have our pupils speak so clearly and distinctly that any one can understand them; but I am sure Mr. Williams is right in saying that a much lower degree of proficiency might constitute a pupil a successful articulator and speech-reader. Mr. Williams rightly claims that oral instruction is successful if the speech of pupils is intelligible to their friends in their own homes and among their own people, even though others have difficulty in understanding what they say. It is a very difficult thing for a teacher, and especially for an articulation teacher, to realize this. I have been myself a teacher of articulation, and I know how you feel. Your ears are sensitive to mispronunciations, as mine were. It is difficult for you to realize that voices which to you may be disagreeable in tone, may be very sweet and pleasant to those at home. It is difficult for you to realize that imperfect speech may be better than none at all; and that speech so defective as to be unintelligible to strangers, may be of the greatest value to the pupils, in their own homes and among their own people, as a means of communication. This fact has been specially impressed upon my attention by the report of the Mississippi Institution, which, in many respects, is a very remarkable document. That Institution has had a class of twelve pupils taught altogether by speech and speech-reading. While all of them have made great progress in speech-reading, some have gained but little power of speech. Mr. Dobyns, the Principal, says, —

> "While I have been more than satisfied that the Institution was justifiable in the small outlay in this department of instruction, yet, for fear my zeal to keep pace with the times may have gotten the better of my judgment, I submitted the following questions to the parents of the pupils in this class, knowing they desired the very best thing for their children."

I will not take up your time by reading the questions and replies, but will merely say that the answers demonstrate that speech which may be thought very little of by the sensitive ear of the teacher, is considered a blessing at home. None of these parents desire their children to be removed from the oral department of the school; but, on the contrary, they all earnestly request that their children be continued in this department. Where there is any difficulty in deciding upon the value and success of the articulation taught to our pupils, with whom should the decision rest? Surely with those who are nearest and dearest to our pupils, — with those who have their interest most at heart. Mr. Dobyns, I am sure, is right in referring the question to the parents and friends at home.

In this report, Mr. Dobyns incidentally remarks that now, whenever a new pupil enters the Institution, the request comes from the parents: "Please see if you can't teach my child to speak." He has, therefore, asked from the Mississippi Legislature an increase of appropriation to enable him to employ another articulation teacher; and I am sure we all hope he may get it.

There is another point in the report of the Mississippi Institution to which I would direct your attention. Mr. Dobyns has collected and published statistics concerning the earnings of former pupils, and he goes to his State Legislature with the proof that the graduates of his school, so far from being dependent upon the public for support, are actually wealth producers, earning annually a larger amount than the State appropriates for the support of the school. He proves that it is not a matter of charity to educate the deaf, and demonstrates that the money appropriated for this purpose is in the nature of an investment, yielding profitable returns to the State.

I would urge all schools for the deaf to carry out this plan of Mr. Dobyns, and collect statistics concerning the earnings of former pupils. I would suggest that these statistics should be so tabulated as to distinguish the earnings of the pupils who could articulate and read speech from the mouth, from those who could not. I have no doubt that pupils who speak have an advantage in life over those who do not, and that statistics will

demonstrate that their average earnings exceed the average earnings of those who are unable to articulate. If this should turn out to be the case, what an argument it would be to present to legislatures in favor of appropriations for articulation teaching!

One of our main objects as an association is to help schools for the deaf in their efforts to teach speech and speech-reading, and I do not know how we could better accomplish that object than by collecting statistics of this character. I venture to predict, we shall find that our former pupils who speak, even though they may be unable to read speech, earn more per annum than those who are forced to resort exclusively to manual means of communication; and those of them who can read speech, as well as speak, are still better off in life.

Mr. Davidson, of the Pennsylvania Institution, has suggested another valuable line of inquiry. From a comparison of numerous letters in his possession, he makes the assertion, that orally-taught pupils improve in their knowledge and use of language after leaving school. I would suggest the importance of preserving uncorrected letters of your pupils during the whole period of their school-life, and of keeping up correspondence with them after they leave school. A comparison of letters, written by the same pupil at different periods of time, would be invaluable as a means of determining his progress; and the correspondence in adult life might also be utilized for the purpose of collecting statistics concerning the earnings and general success in life of our pupils.

ALEXANDER GRAHAM BELL.

APPENDIX.

THE following circular letter of inquiry was sent to the principal of every school for the deaf in the United States and Canada: —

HOTEL BELLEVUE, BOSTON, MASS.,
May 16, 1892.

DEAR SIR: I shall be very much obliged if you will please fill out the accompanying blank table concerning the pupils admitted to your school during the present year.

I desire to use the figures in my annual report on the condition of articulation teaching in America, which is to be presented very soon to the American Association to Promote the Teaching of Speech to the Deaf. Kindly send an early reply to

Yours truly,

ALEXANDER GRAHAM BELL.

The blank form for reply shown below was enclosed with the above.

.....

.....1892.

MR. ALEXANDER GRAHAM BELL,
Hotel Bellevue, Boston, Mass.

DEAR SIR: In reply to your request, I beg to return the following statistics relating to articulation teaching in

the .....

for the school-year 1891–92.

1. Total number of new pupils admitted during the present school-year . . ..
2. Total number of new pupils taught speech . . . .
3. Total number of these taught by speech . . . .

Yours truly,

.....

In response to the above circular letter of inquiry the following returns have been received: —

Replies to Circular Letter Received in June, 1892.

States and Territories.	Schools for the Deaf in the United States.	New pupils admitted during school-year ending June, 1892.		
		Total Pupils.	Taught Speech.	Taught by Speech.
Alabama	Alabama Institute	15	7	7
Arkansas	Arkansas Institute[a]	21	14	0
California	California Institution	–	–	–
Colorado	Colorado School	18	15	10[b]
Connecticut	American Asylum	35	25[c]	0
Connecticut	Whipple's Home School[d]	7	7	7
District of Columbia,	Kendall School	13	13	–[e]
District of Columbia,	National College	15	15	0
Florida	Florida Institute	6	5	5
Georgia	Georgia Institution	–	–	–
Illinois	Illinois Institution	89	89	–[f]
Illinois	Chicago Day-Schools	–	–	–
Illinois	McCowen Oral School	7[g]	7	7
Illinois	Ephpheta School	18	17	–
Indiana	Indiana Institution[h]	35	8	0
Indiana	Evansville School	–	–	–
Iowa	Iowa Institution	–	–	–
Iowa	Eastern Iowa School	–	–	–
Kansas	Kansas Institution	36	6	–[i]
Kentucky	Kentucky Institute	57	24	8
Louisiana	Louisiana School	–	–	–
Louisiana	Chinchuba Institution	–[j]	–	–
Maine	Portland Day-School	2	2	2
Maryland	Maryland School	7	6	3
Maryland	Maryland School for Colored	1	0	0
Maryland	Mr. Knapp's Institute	–	–	–
Massachusetts	Clarke Institution	24	24	24
Massachusetts	Horace Mann School[k]	25	25	25

a Arkansas Institute. "Not taught speech. 1, malformation of organs of speech; 3 over twenty years of age; 3 colored pupils, no appropriations." — F. D. Clarke.

b Colorado School. "Aural." — John E. Ray.

c American Asylum. "One or two others, who for special reasons were not put into articulation classes this year, will be next." — Job Williams.

d Whipple's School. "There are no signs of any kind taught in our school." — Margaret Hammond.

e Kendall School. "They are taught partly by speech, partly by other methods." — James Denison.

f Illinois Institution. "None are taught *exclusively by speech*, though many are taught both by speech and signs as well as by writing and dactylology."

g McCowen Oral School. "Four of the above pupils had been in school at some previous time, here or elsewhere, while three were 'beginners,' never having attended any school before." — Mary McCowen.

h Indiana Institution. "Intend to start a class next year which will be instructed altogether by oral method." — R. O. Johnson.

i Kansas Institution. "None solely." — S. T. Walker.

j Chinchuba Institution. "Thirty-one new pupils: 16 males, 15 females." — H. Miquot.

k Horace Mann School. "Nine pupils had speech when admitted." — Sarah Fuller.

STATES AND TERRITORIES.	SCHOOLS FOR THE DEAF IN THE UNITED STATES.	NEW PUPILS ADMITTED DURING SCHOOL-YEAR ENDING JUNE, 1892.		
		Total Pupils.	Taught Speech.	Taught by Speech.
Massachusetts	New England Industrial School	5	3	0
Massachusetts	Sarah Fuller Home	3	3	3
Michigan	Michigan School	41	7	4
Michigan	German Lutheran Institute	7	7	7
Minnesota	Minnesota School *l*	36	36	0
Minnesota	St. Mary's Institute	13	13	– *m*
Mississippi	Mississippi Institution *n*	–	–	–
Missouri	Missouri School	50	12	4
Missouri	St. Louis Day-School *o*	12	12	–
Missouri	Maria Consilia Institute	11	11	2
Missouri	Miss Kugler's School	3	3	3
Nebraska	Nebraska Institute	18	18	18
New Jersey	New Jersey School	23	15	15
New Mexico	New Mexico School *p*	0	0	0
New York	New York Institution *q*	34	34	0
New York	Le Couteulx St. Mary's Institution,	17	17	5
New York	N.Y.Inst. for Improved Instruction *r*,	24	24	24
New York	St. Joseph's Institute	42	41	41
New York	Central N. Y. Institution	–	–	–
New York	Western N. Y. Institution	19	19	–
New York	Northern N. Y. Institution	–	–	–
New York	Miss Keeler's Class	2	2	2
New York	Albany Home School	3	3	3
North Carolina	North Carolina Institution	–	–	–
North Dakota	North Dakota School	12	4	– *s*
Ohio	Ohio Institution	–	–	–
Ohio	Cincinnati Public School	–	–	–
Ohio	Cincinnati Oral School	9	9	9
Ohio	Toledo School	–	–	–
Ohio	Notre Dame School	4	3	3
Oregon	Oregon School	–	–	–
Pennsylvania	Pennsylvania Institution	64	30	30
Pennsylvania	Western Pennsylvania Institution,	40	23	14
Pennsylvania	Pennsylvania Oral School	3	3	3
Pennsylvania	Home for Young Deaf Children	20	20	20

l MINNESOTA SCHOOL. "A thorough trial is made with all new pupils. Those who give evidence of success in speech and lip-reading will be formed into an oral class next term. Next year we shall have three oral teachers. Nearly half of the school receive more or less oral instruction daily." — J. L. NOYES.

m ST. MARY'S INSTITUTE. "Fifty taught by speech." — ERNESTINE NARDIN.

n MISSISSIPPI INSTITUTION. "Eighty-five pupils. Four new pupils taught speech; 4 taught by speech." — J. R. DOBYNS.

o ST. LOUIS DAY-SCHOOL. "Twelve new pupils enrolled this year; 1 remained only one day; 8 had attended other schools, 'oral' or 'combined,' for from two to six years. All are taught speech; none are taught by speech exclusively." — J. H. CLOUD.

p NEW MEXICO SCHOOL. "I would like to have articulation taught to some mutes who are capable of learning to speak here, if I could get more aid from the Territory; but this school has received a very small part of the appropriation granted to the school for its support, owing to poor and careless collections in the general tax system in this Territory." — LARS. N. LARSON.

q NEW YORK INSTITUTION. "Of the 310 pupils under instruction during the year, all but 2 were taught articulation and lip-reading, and 10 were taught by speech." — I. L. PEET, C. N. BRAINARD.

r NEW YORK IMPROVED. "Total number of pupils, 206. All taught speech, and by speech." — D. GREENBERGER.

s NORTH DAKOTA SCHOOL. "Seven taught by speech." — A. R. SPEAR.

STATES AND TERRITORIES.	SCHOOLS FOR THE DEAF IN THE UNITED STATES.	NEW PUPILS ADMITTED DURING SCHOOL-YEAR ENDING JUNE, 1892.		
		Total Pupils.	Taught Speech.	Taught by Speech.
Rhode Island	Rhode Island School	8	8	8
South Carolina	South Carolina Institution	19	6	– *t*
South Dakota	Dakota School	–	–	–
Tennessee	Tennessee School	14	13	13
Texas	Texas Asylum	35	10	–
Texas	Texas Institution for Colored	–	–	–
Utah	Utah School	11	11	5
Virginia	Virginia Institution	–	–	–
Washington	Washington State School	11	6	:
West Virginia	West Virginia School	16	8	8
Wisconsin	Wisconsin School	22	10	10
Wisconsin	Milwaukee Day-School	6	6	6
Wisconsin	La Crosse Day-School	3	3	3
Wisconsin	Wausau Day-School	–	–	–
Wisconsin	St. John's Catholic Institute	11	7	1

PROVINCES.	SCHOOLS FOR THE DEAF IN THE DOMINION OF CANADA.	NEW PUPILS ADMITTED DURING SCHOOL-YEAR ENDING JUNE, 1892.		
		Total Pupils.	Taught Speech.	Taught by Speech.
Manitoba	Manitoba Institution	–	–	–
New Brunswick	Fredericton Institution	6	2	2
Nova Scotia	Halifax Institution	7	1	0
Ontario	Ontario Institution *u*	38	12	0
Quebec	Catholic Institution for Males	20	15	– *v*
Quebec	Catholic Institution for Females,	43	26	– *w*
Quebec	Mackay Institution	8	5	3

t South Carolina Institution. "None are taught 'by speech' exclusively." — N. F. Walker.

u Ontario Institution. "We have 251 pupils in attendance. Thirty-eight new pupils were admitted during the last school-year. Of these 38, 12 were put in our articulation classes, and taught speech three-quarters of an hour each day. In these articulation classes we have 49 pupils taught in the same way. There are no pupils in our Institution taught altogether orally." — R. Mathison.

v Catholic Male of Province of Quebec. "Forty-seven taught by speech." — J. B. Manseau.

w Catholic Female of Province of Quebec. "Seventy-nine taught by speech." — Sr. Chs. of the Prov.

SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF.

STATISTICS FROM THE

"AMERICAN ANNALS OF THE DEAF."

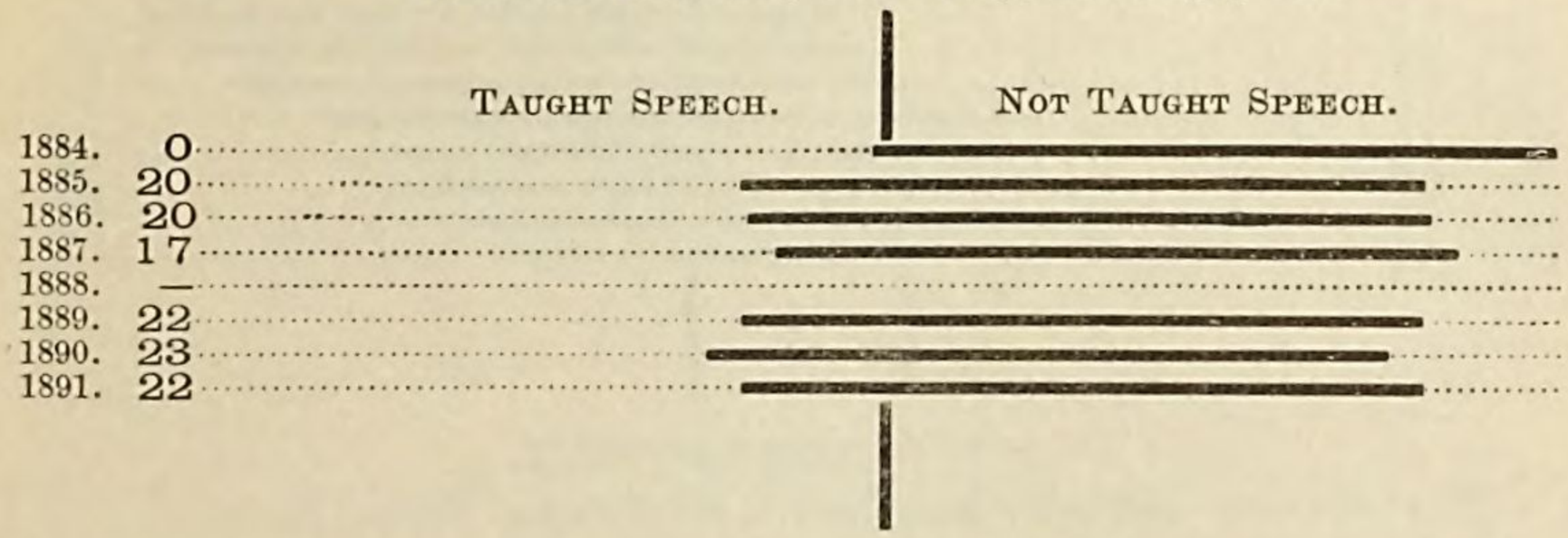
COMPILED BY

ALEXANDER GRAHAM BELL.

CHARTS SHOWING PERCENTAGES.

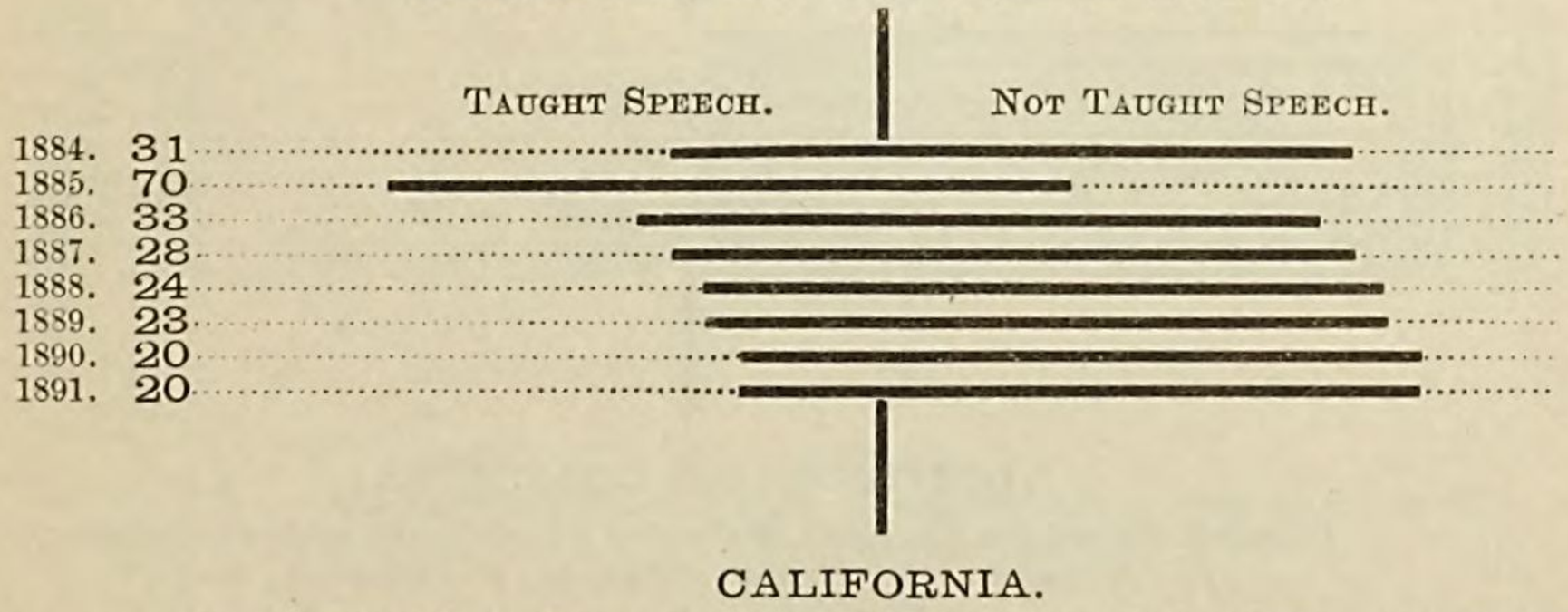
ALABAMA.

Alabama Institute for the Deaf, Talladega, Ala.



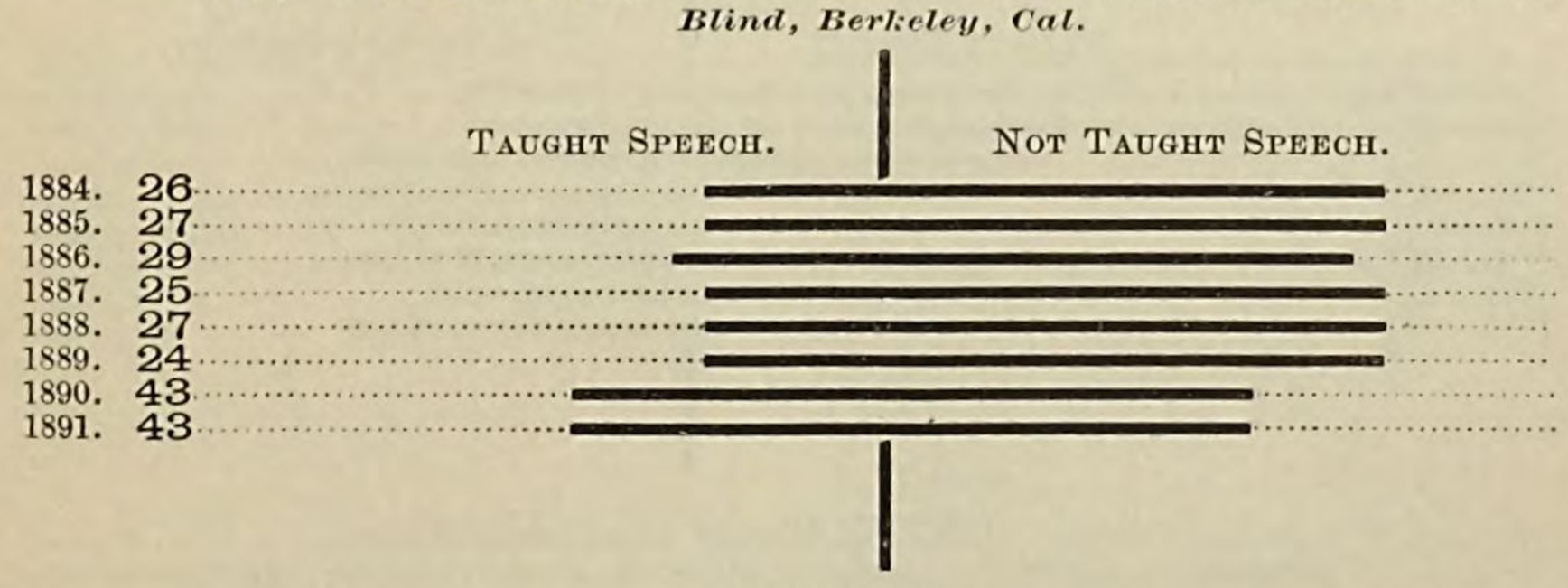
ARKANSAS.

Arkansas Deaf-Mute Institute, Little Rock, Ark.



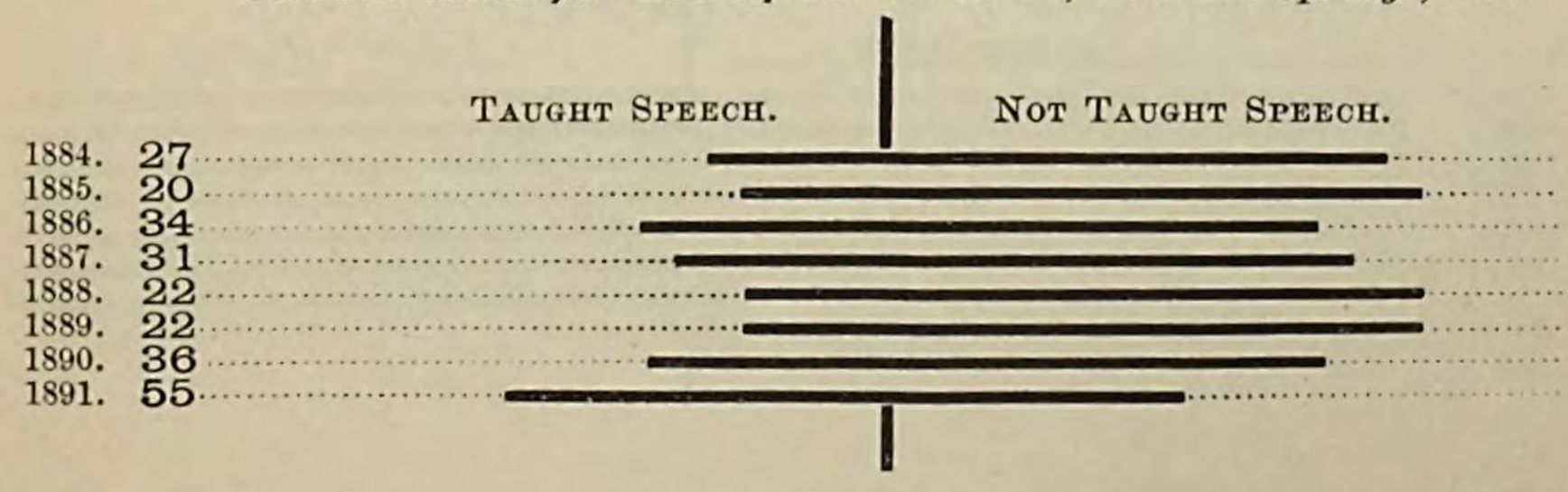
CALIFORNIA.

California Institution for the Education of the Deaf and Dumb and the Blind, Berkeley, Cal.



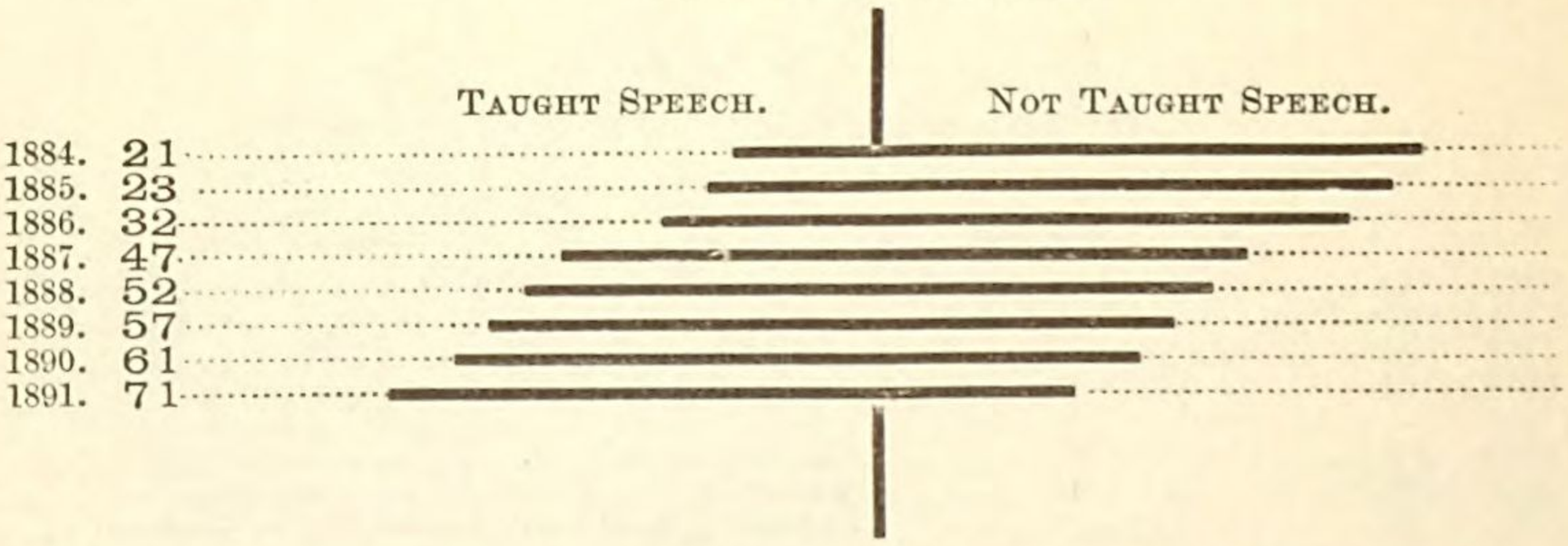
COLORADO.

Colorado School for the Deaf and the Blind, Colorado Springs, Col.



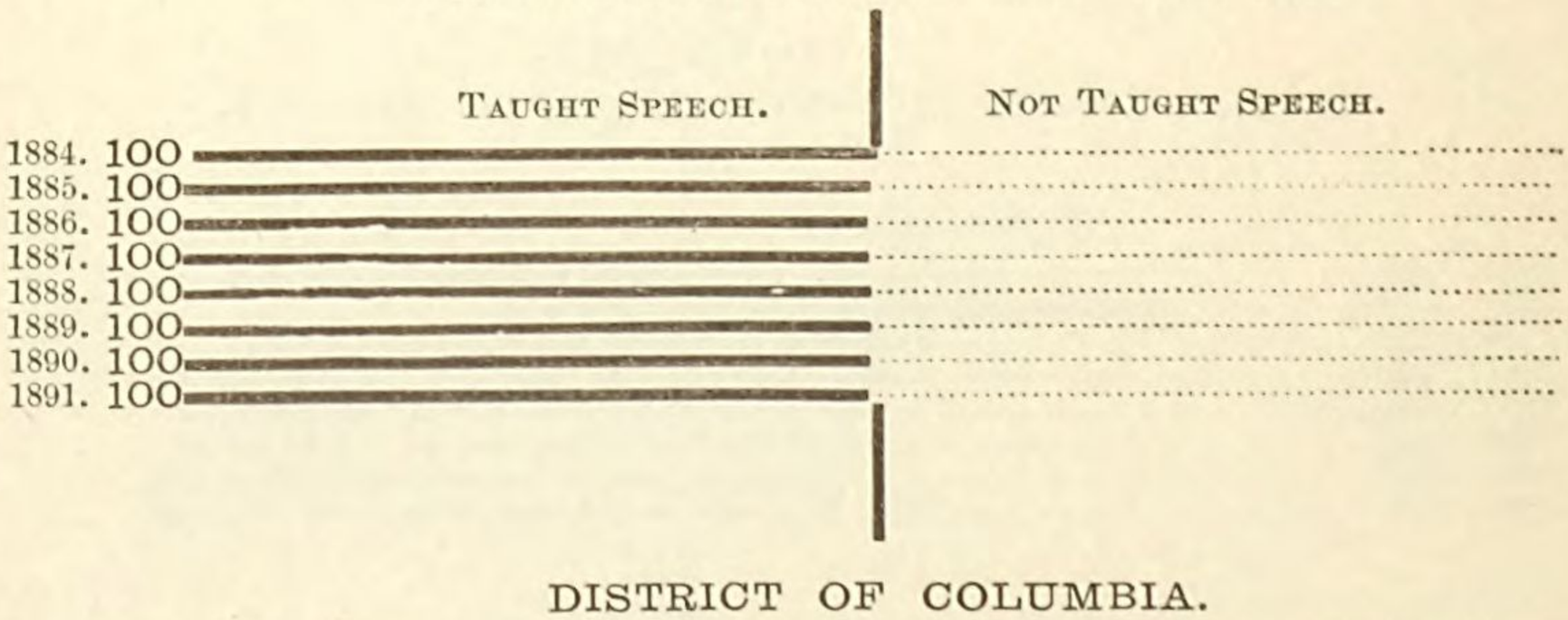
CONNECTICUT.

American Asylum for the Education and Instruction of the Deaf and Dumb, Hartford, Conn.



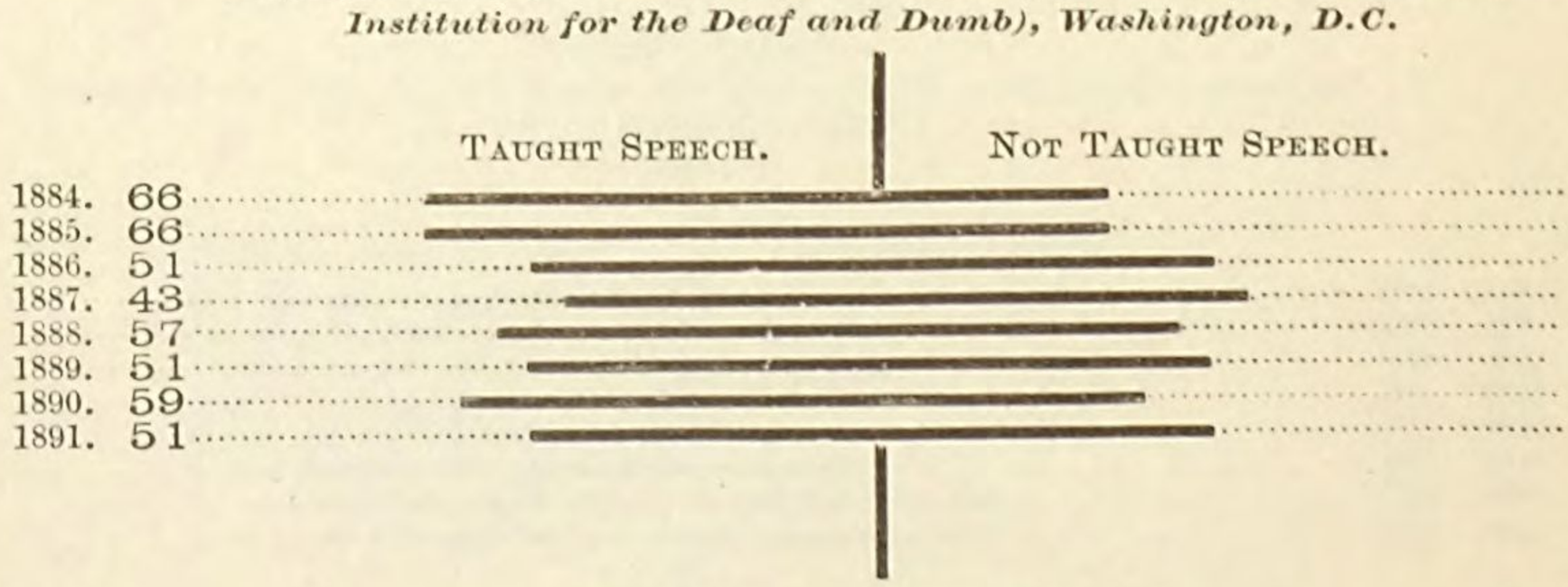
CONNECTICUT.

Whipple's Home School for the Deaf, Mystic, Conn.



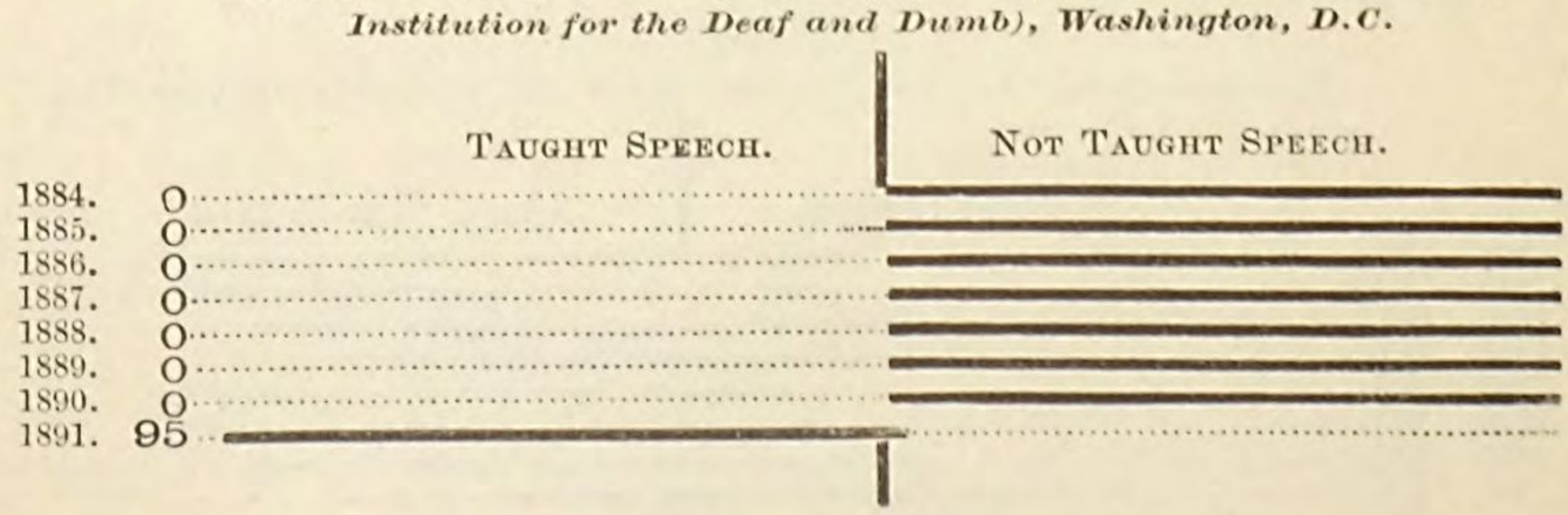
DISTRICT OF COLUMBIA.

Kendall School for the Deaf (Primary Department of the Columbia Institution for the Deaf and Dumb), Washington, D.C.



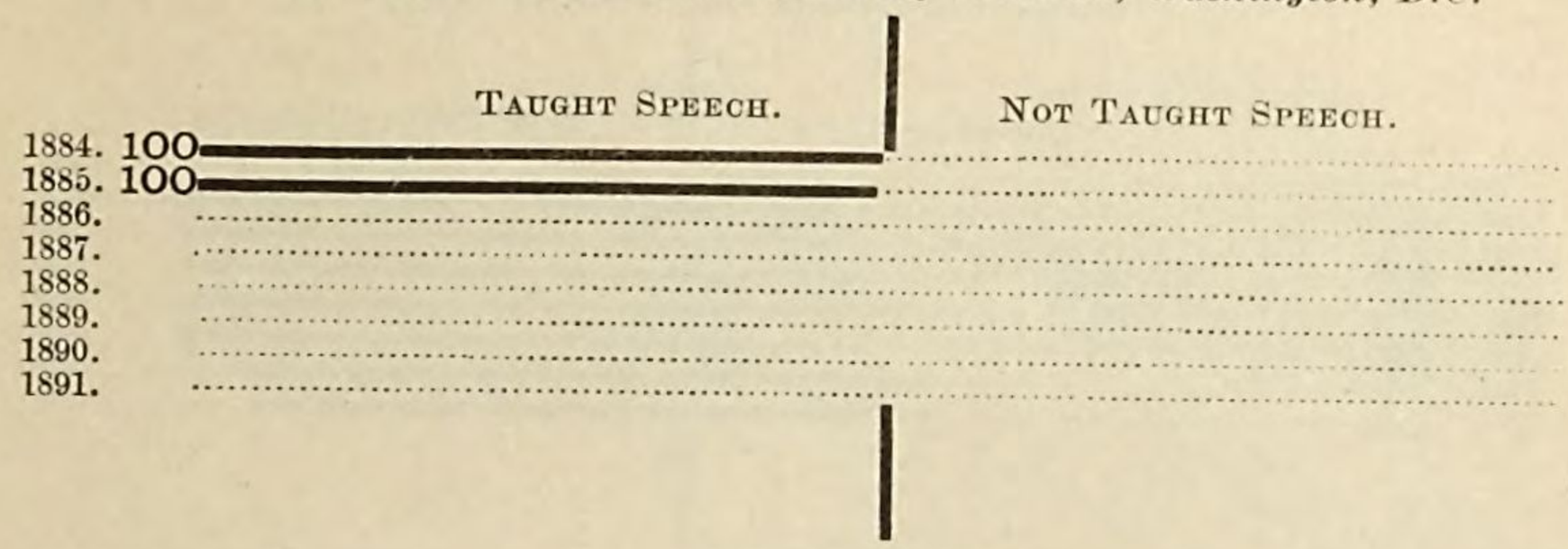
DISTRICT OF COLUMBIA.

National Deaf-Mute College (Collegiate Department of the Columbia Institution for the Deaf and Dumb), Washington, D.C.



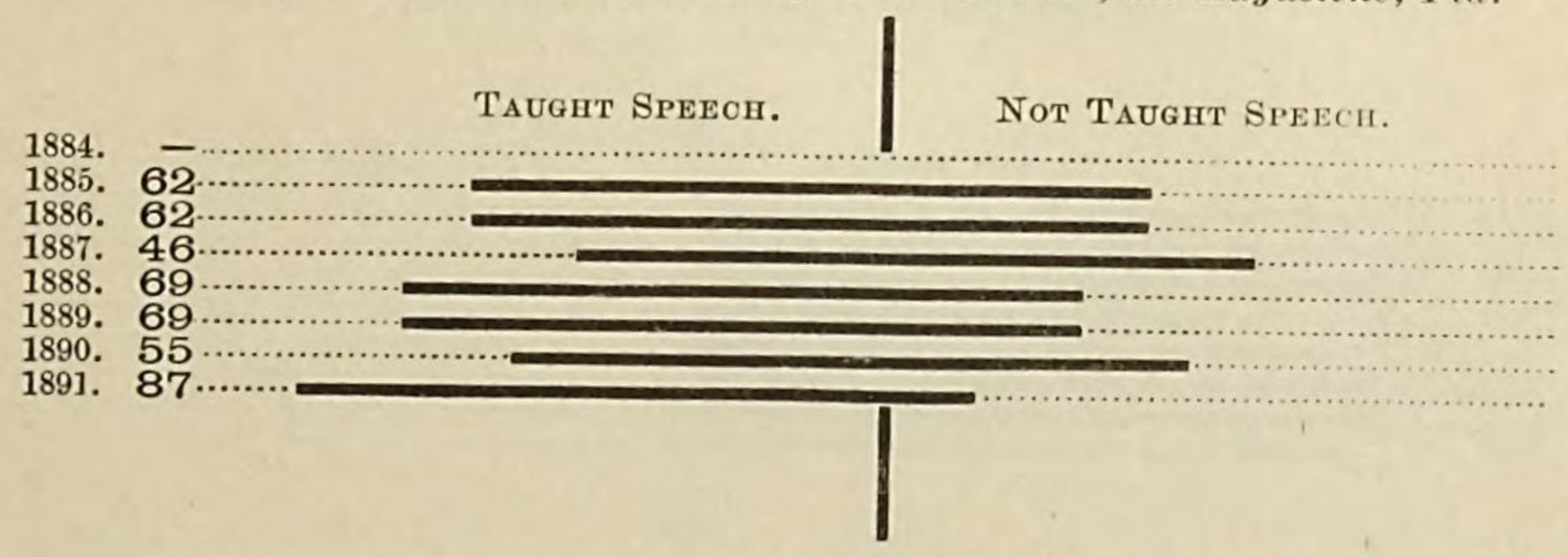
DISTRICT OF COLUMBIA.

Mr. Bell's Private School for Deaf Children, Washington, D.C.



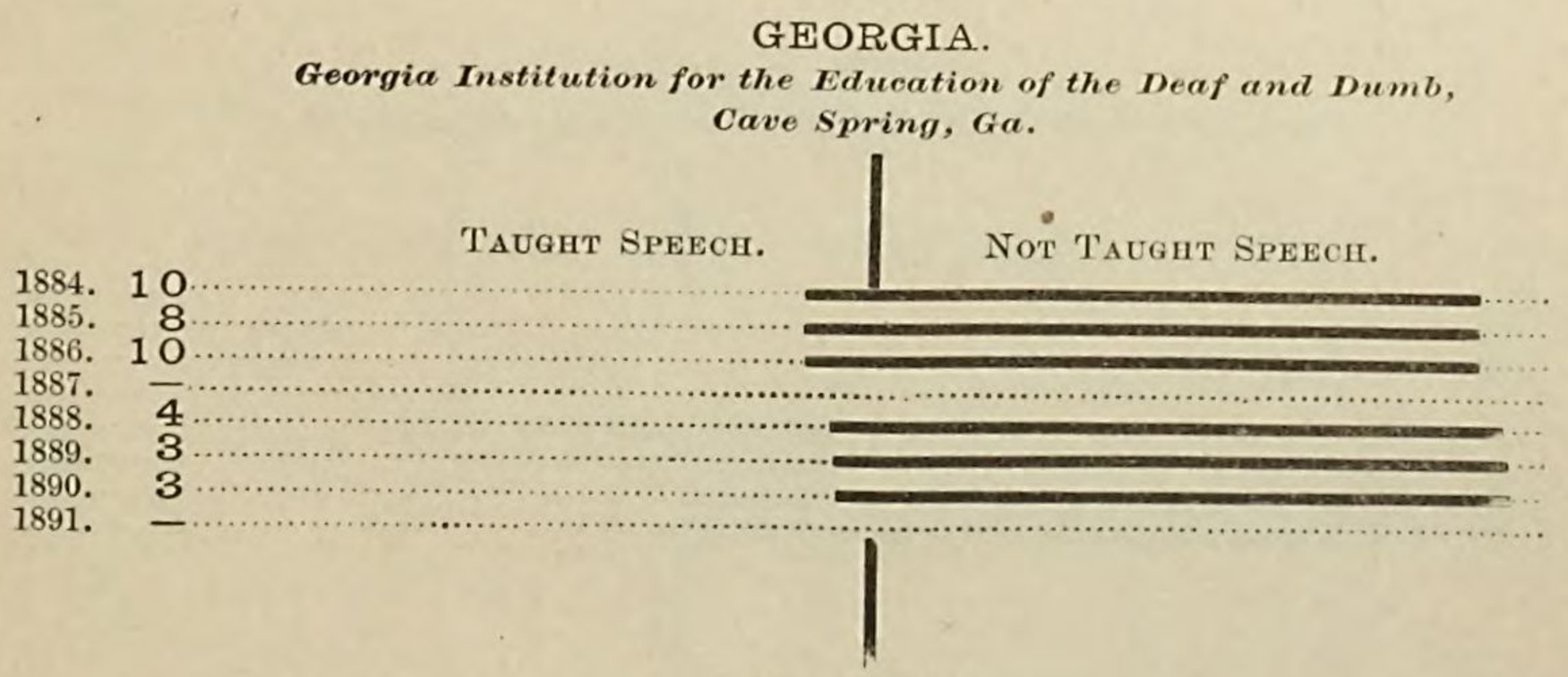
FLORIDA.

The Florida Blind and Deaf-Mute Institute, St. Augustine, Fla.



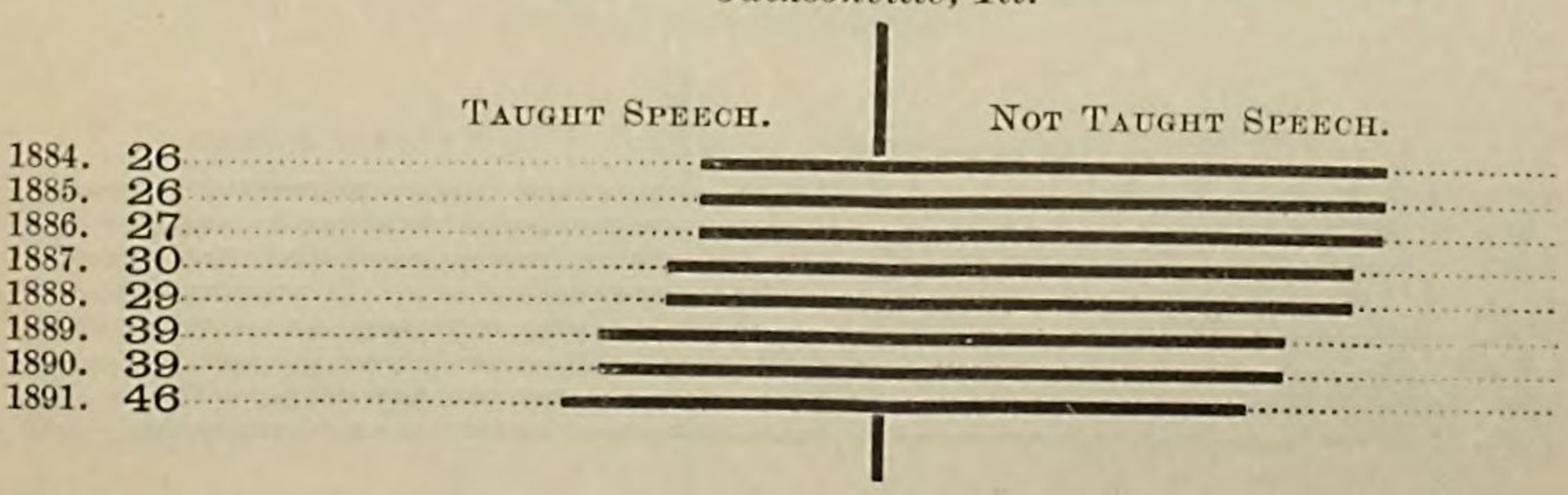
GEORGIA.

Georgia Institution for the Education of the Deaf and Dumb, Cave Spring, Ga.



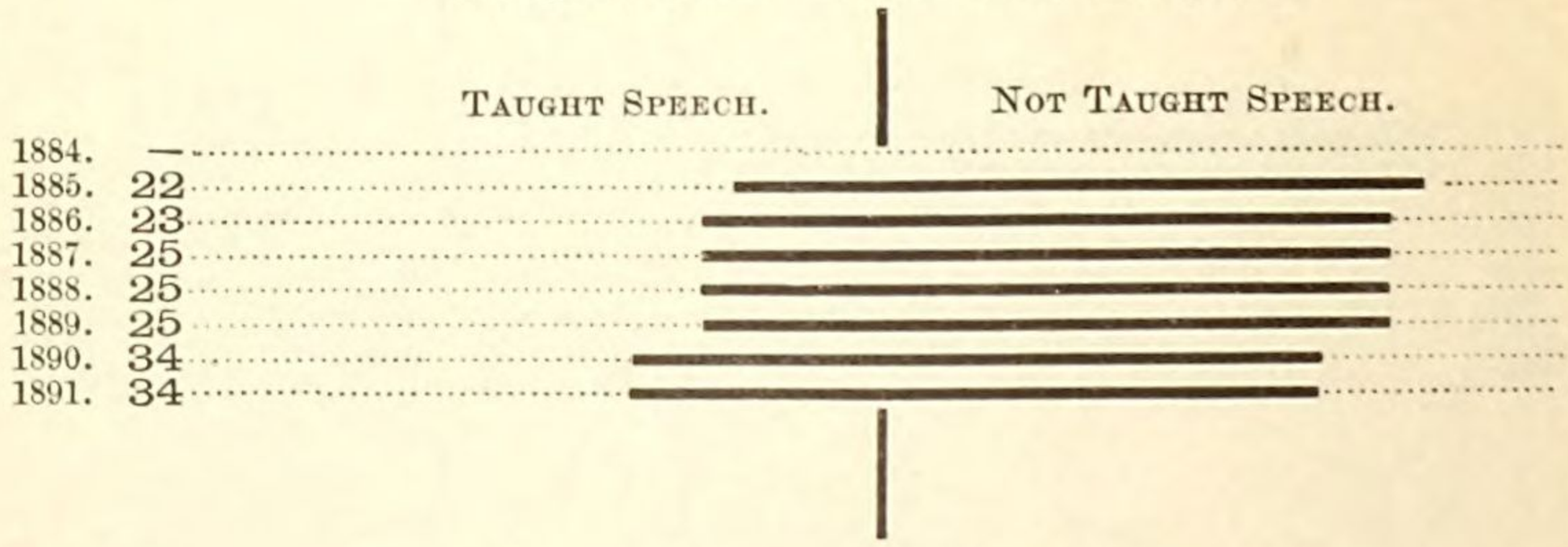
ILLINOIS.

Illinois Institution for the Education of the Deaf and Dumb, Jacksonville, Ill.



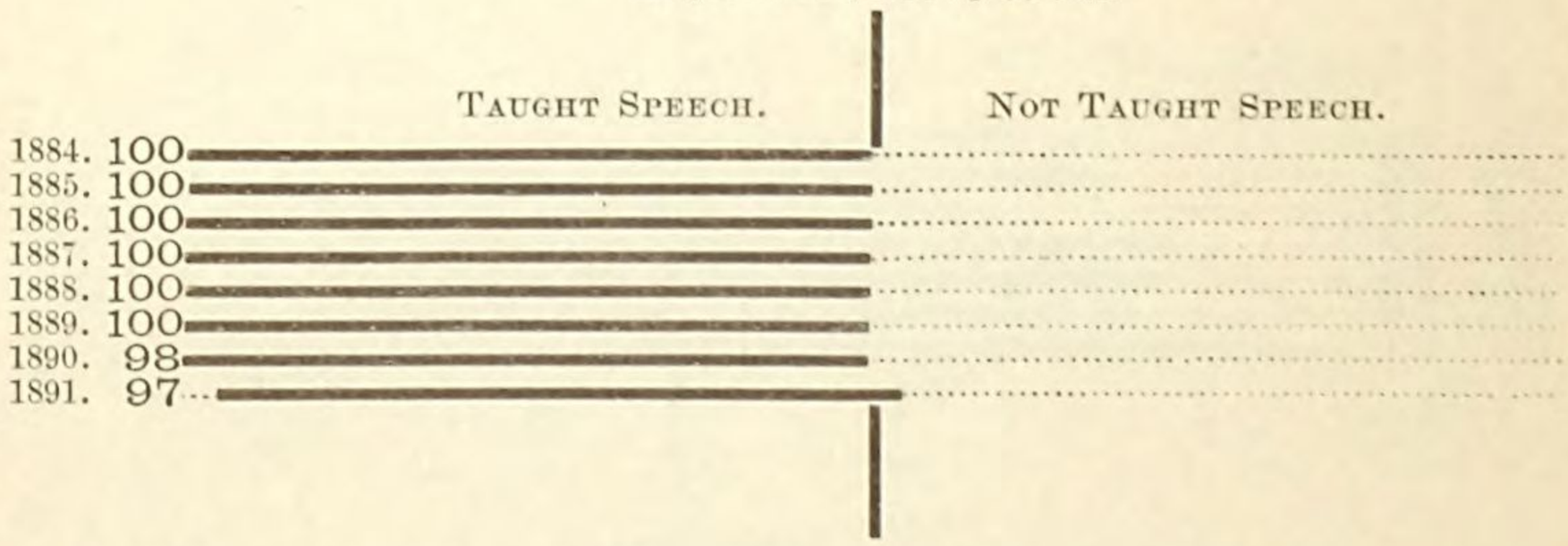
ILLINOIS.

Chicago Deaf-Mute Day Schools, Chicago, Ill.



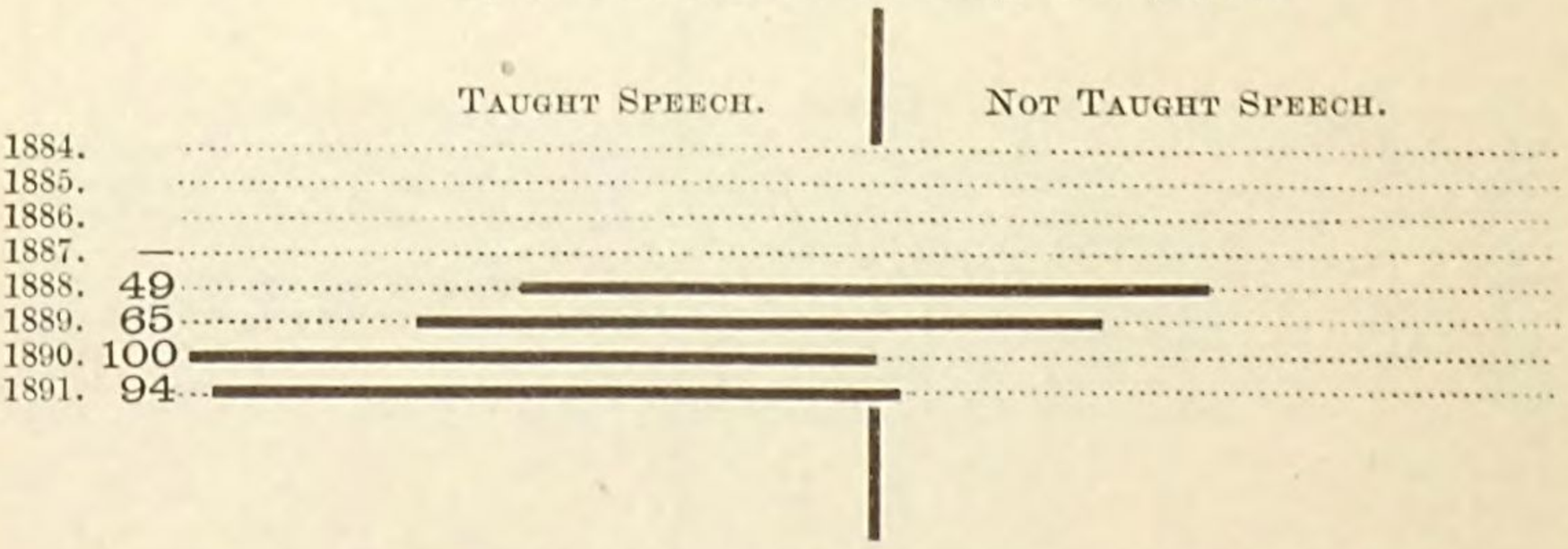
ILLINOIS.

The McCowen Oral School for Young Deaf Children, Englewood (Chicago), Ill.



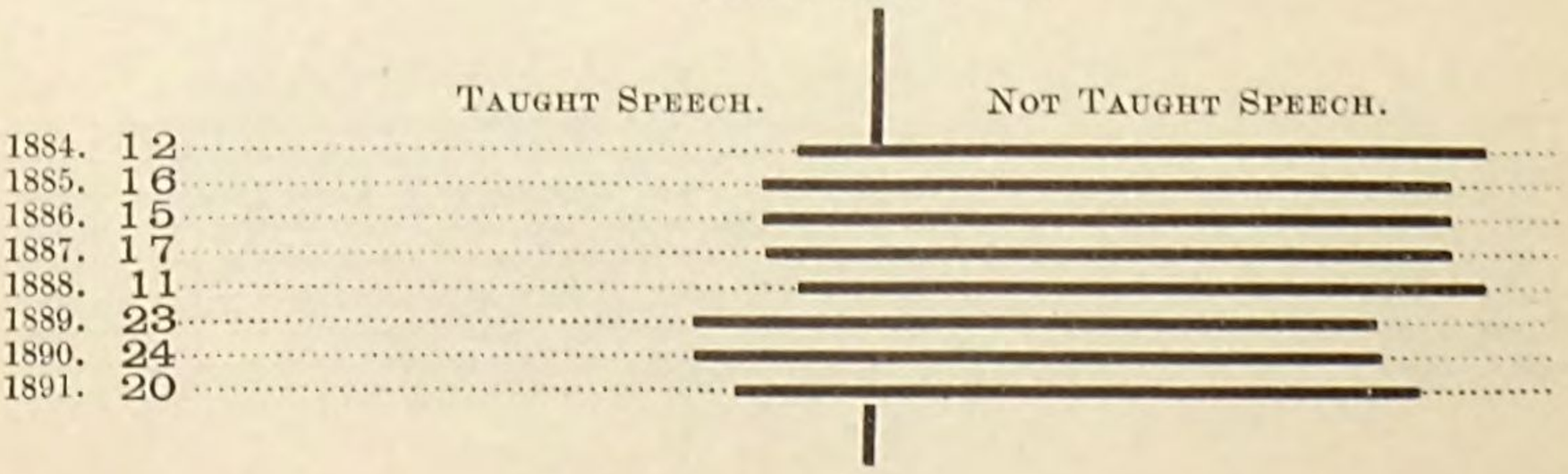
ILLINOIS.

Ephpheta School for the Deaf, Chicago, Ill.



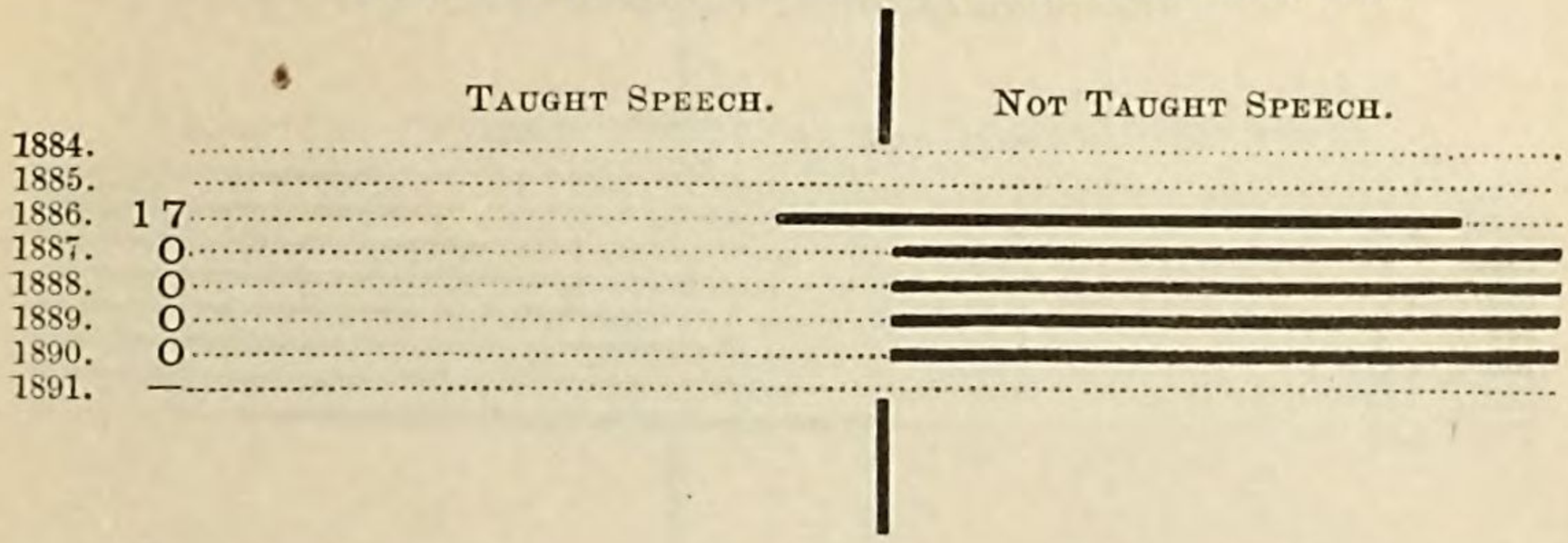
INDIANA.

Indiana Institution for the Education of the Deaf and Dumb, Indianapolis, Ind.



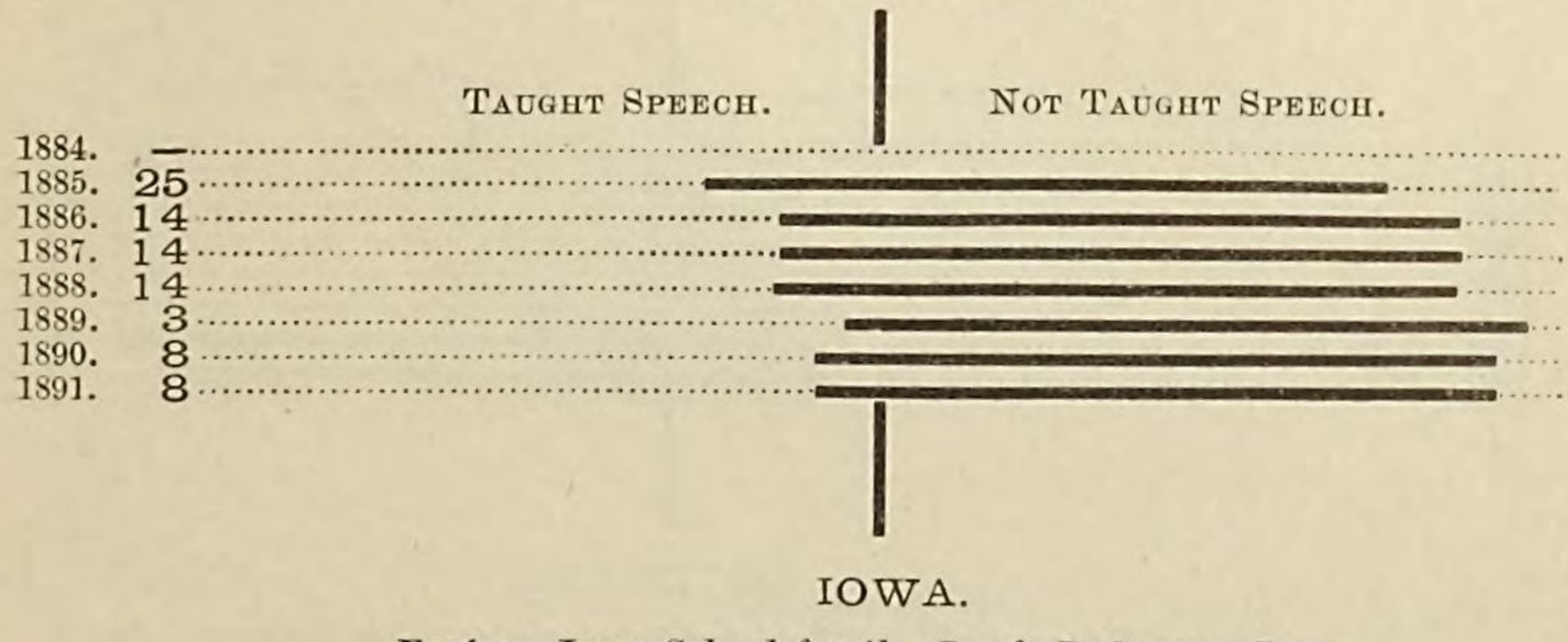
INDIANA.

Evansville Public School for the Deaf, Evansville, Ind.



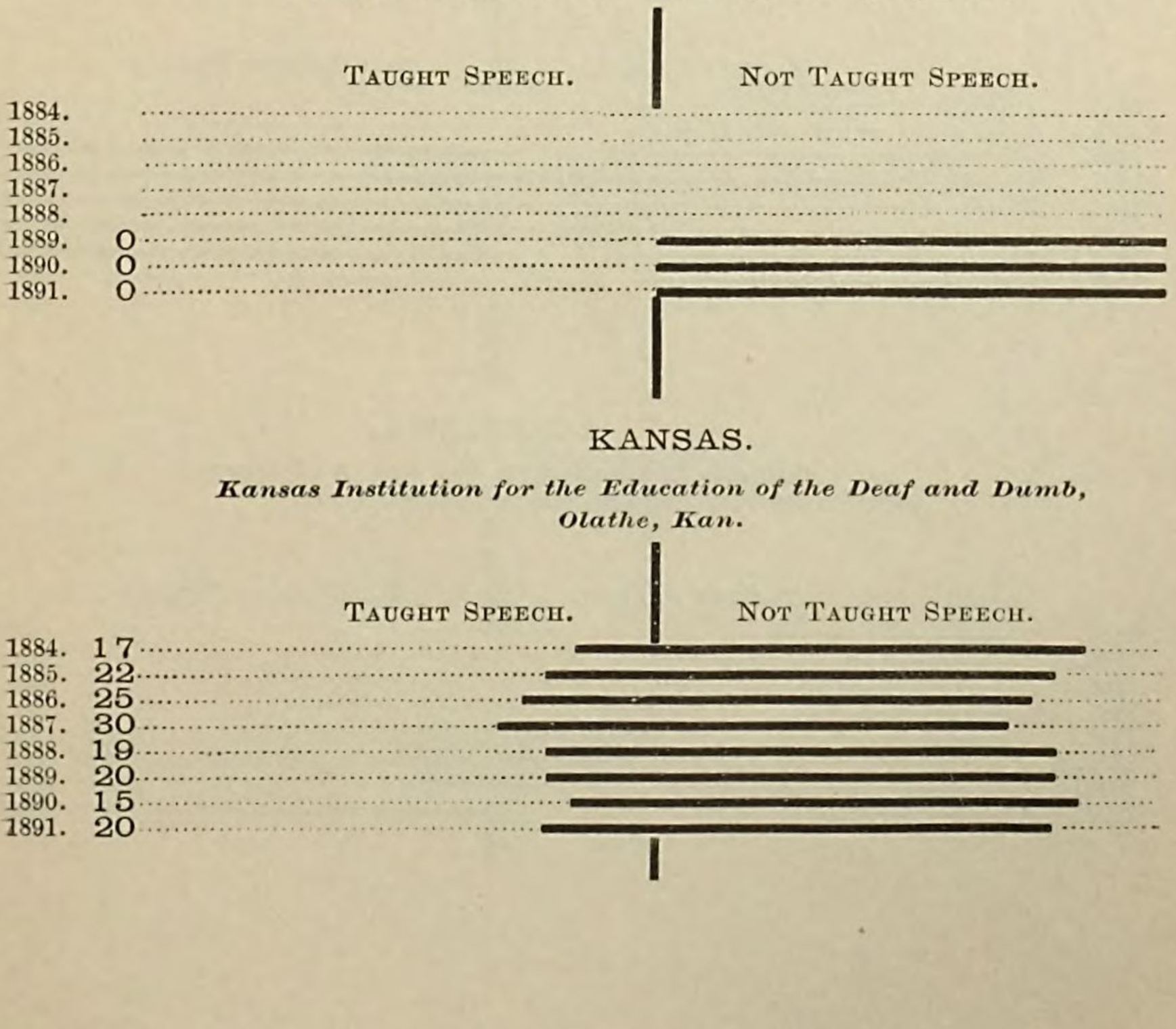
IOWA.

Iowa Institution for the Education of the Deaf and Dumb, Council Bluffs, Iowa.



IOWA.

Eastern Iowa School for the Deaf, Dubuque, Iowa.

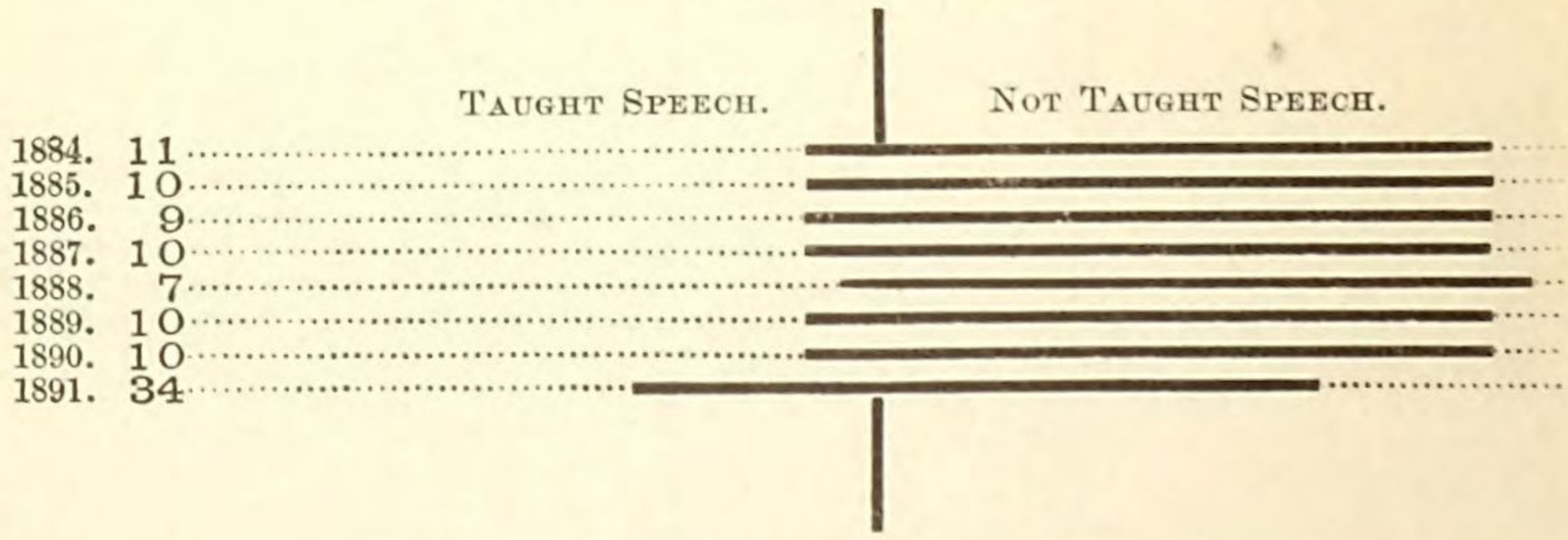


KANSAS.

Kansas Institution for the Education of the Deaf and Dumb, Olathe, Kan.

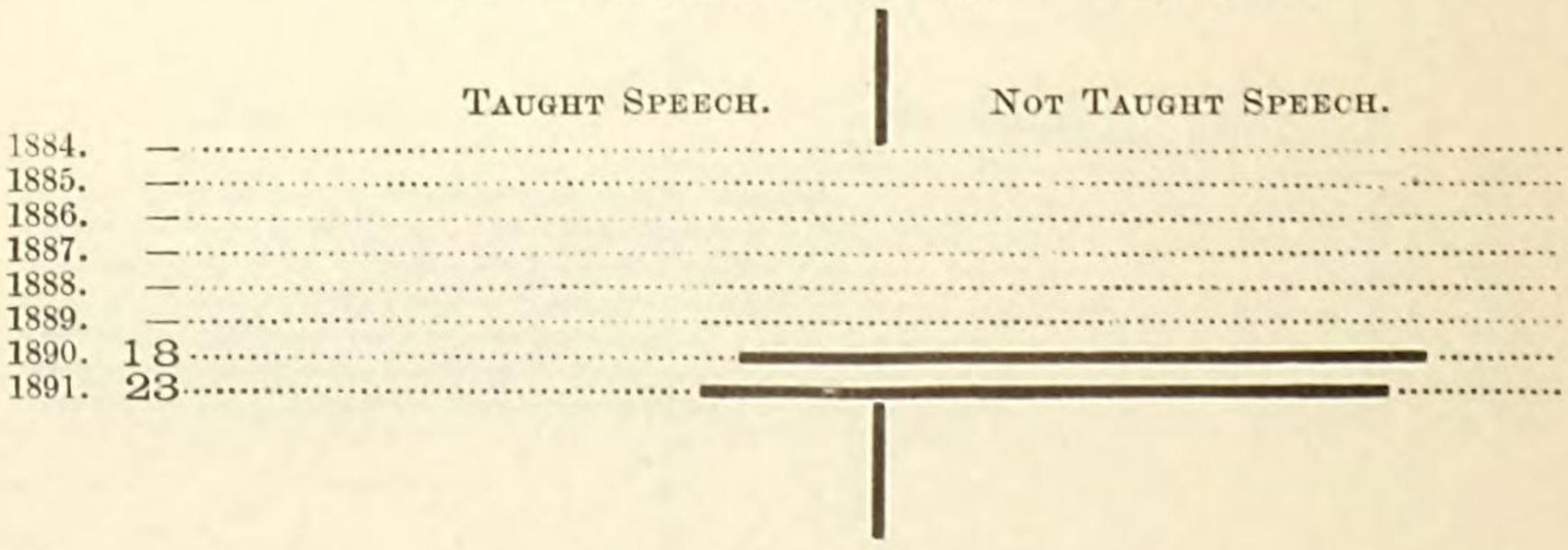
KENTUCKY.

Kentucky Institute for Deaf-Mutes, Danville, Ky.



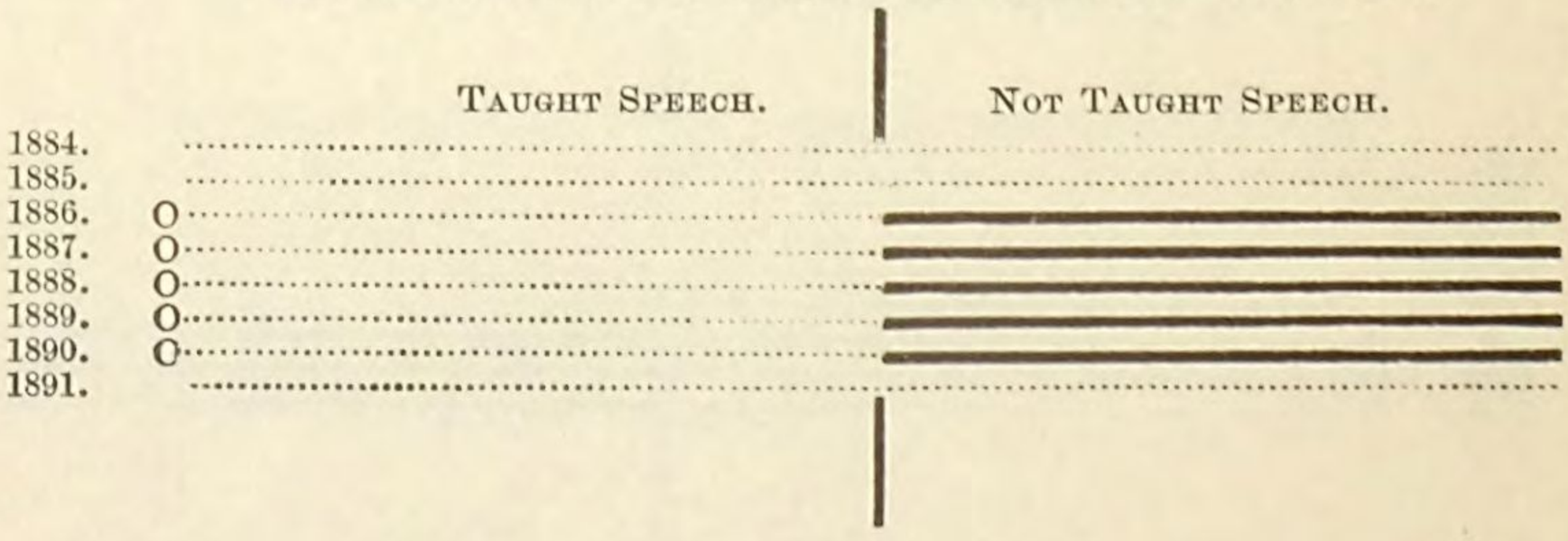
LOUISIANA.

Louisiana School for the Deaf, Baton Rouge, La.



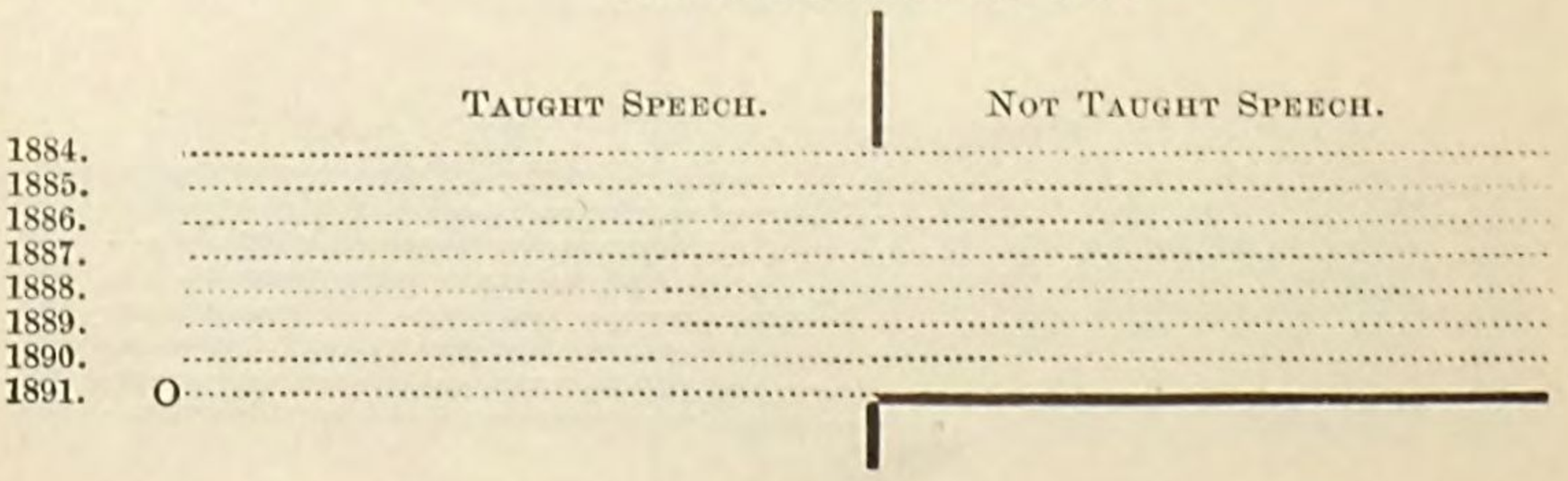
LOUISIANA.

New Orleans Public School for Deaf-Mutes, New Orleans, La.



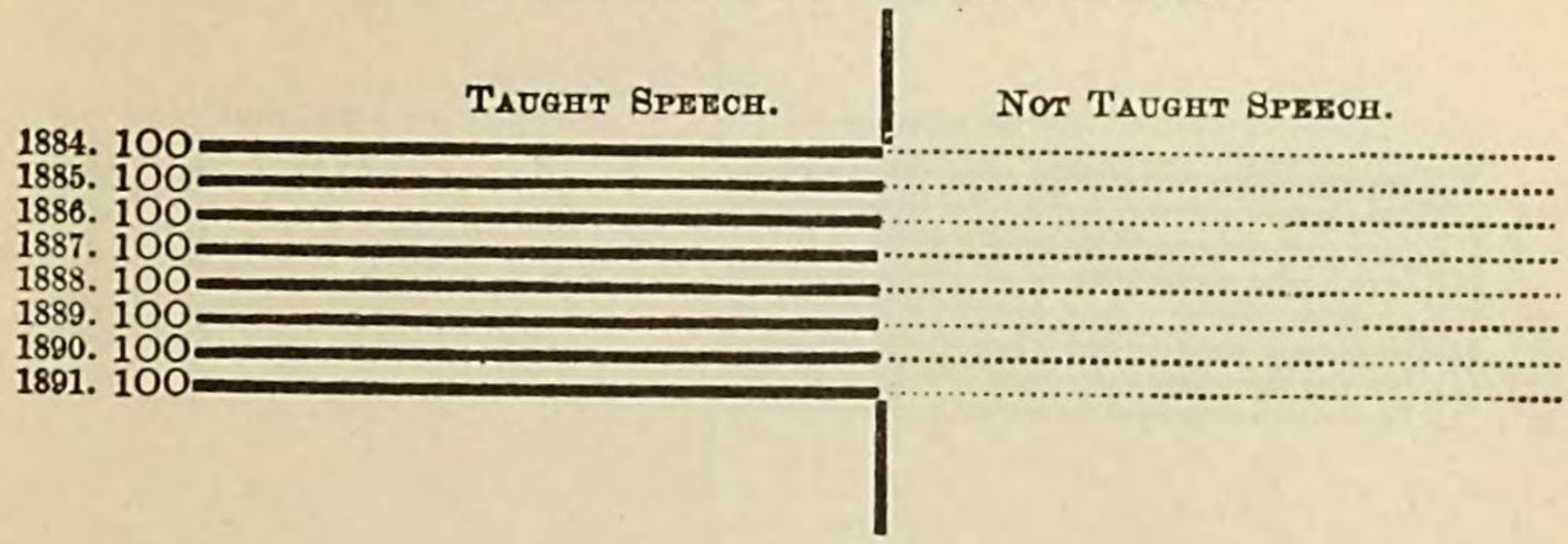
LOUISIANA.

Catholic Institution for the Deaf and Dumb, Chinchuba, Mandeville, La.



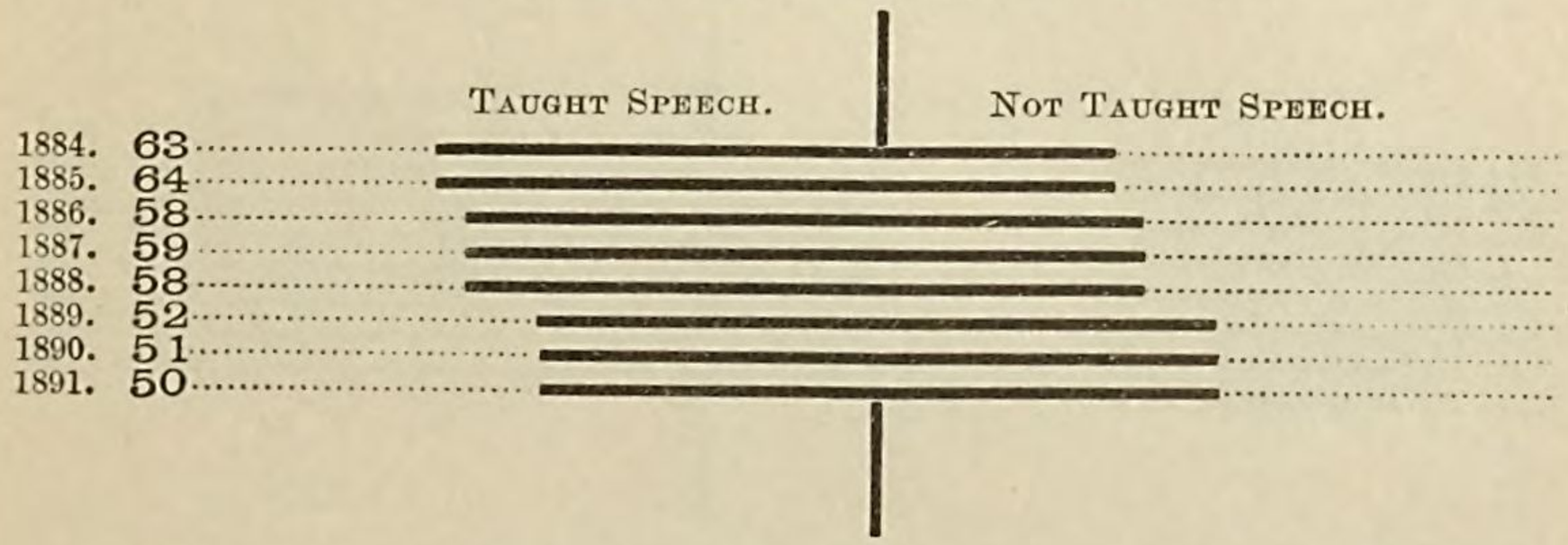
MAINE.

Portland School for the Deaf, Portland, Me.



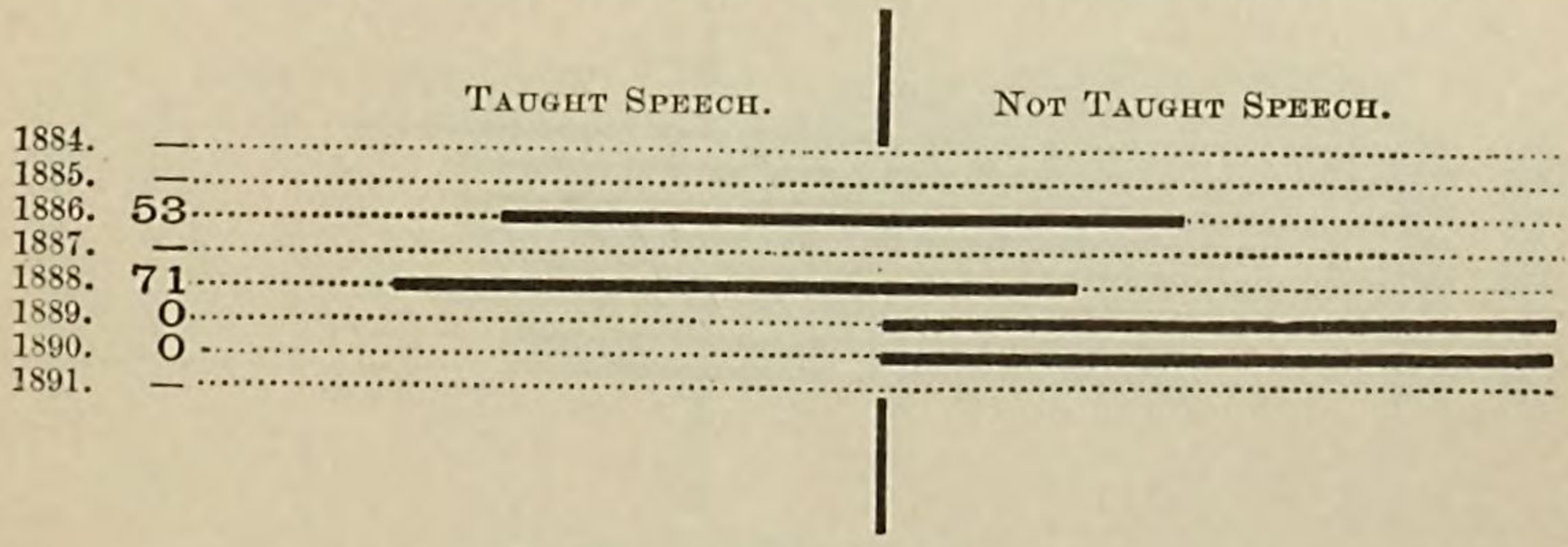
MARYLAND.

Maryland School for the Deaf, Frederick, Md.



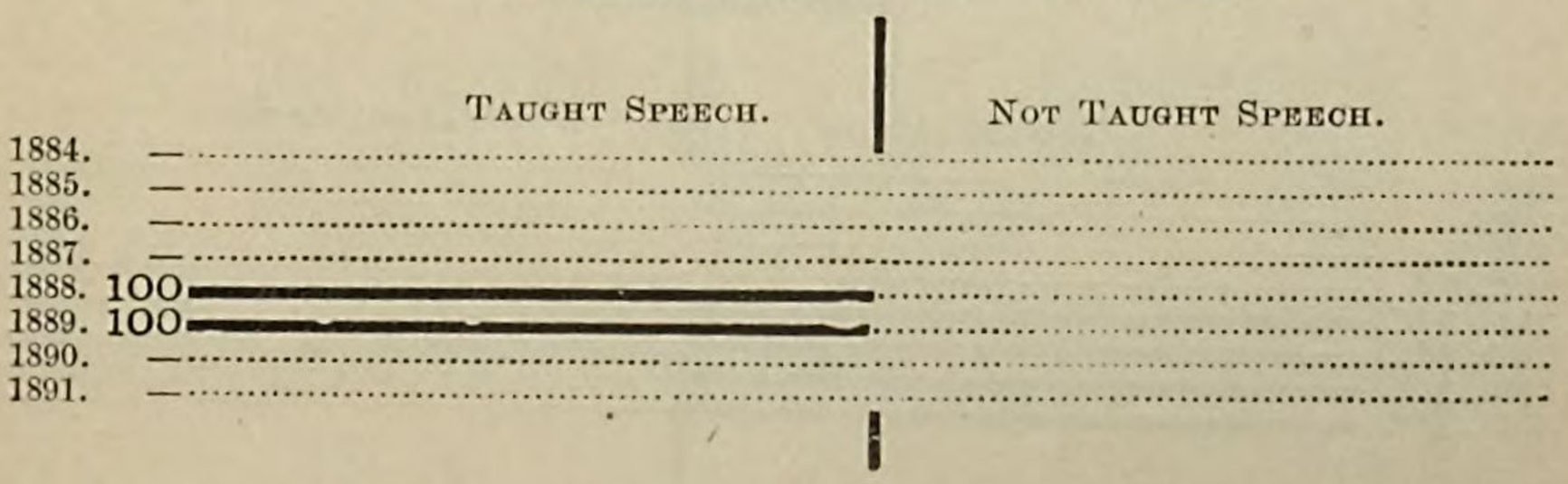
MARYLAND.

Maryland School for Colored Blind and Deaf, Baltimore, Md.



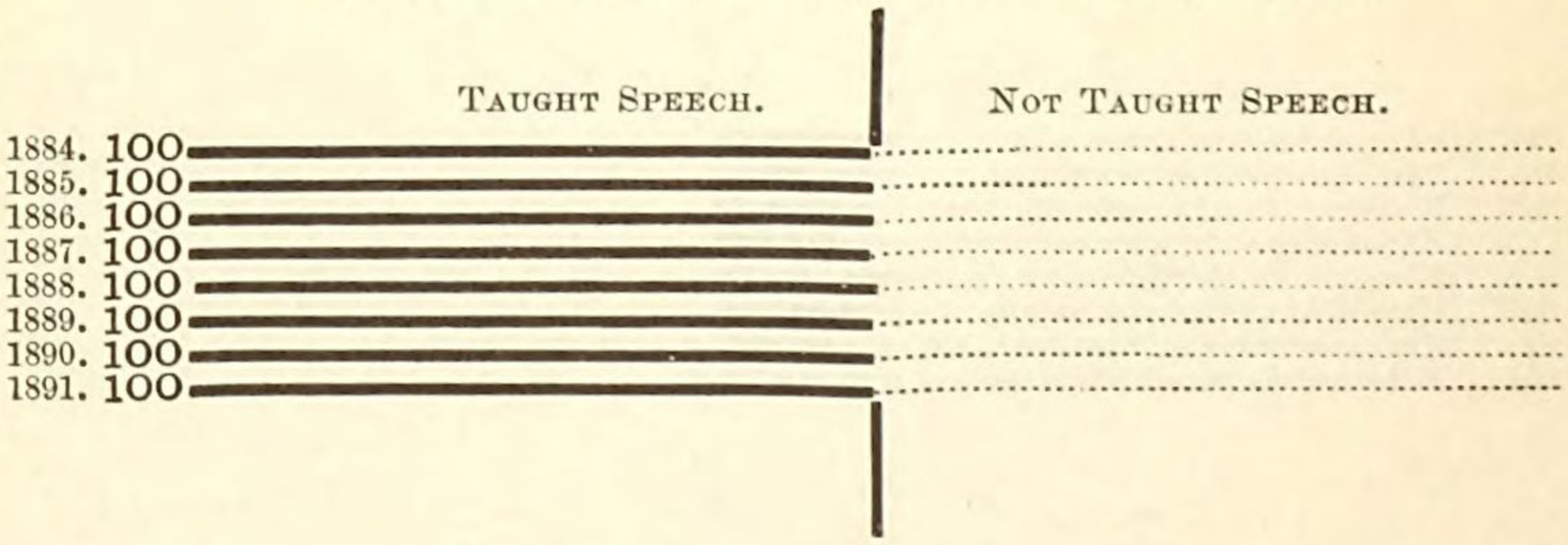
MARYLAND.

Mr. Knapp's Institute, Baltimore, Md.



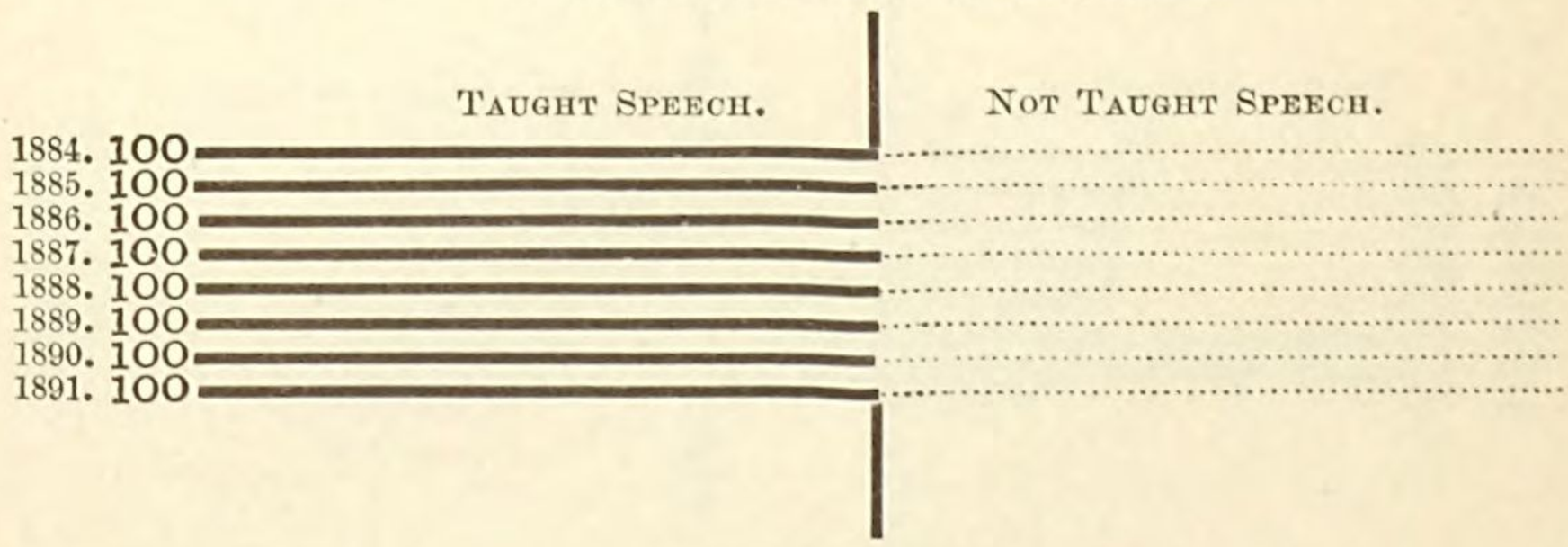
MASSACHUSETTS.

Clarke Institution for Deaf-Mutes, Northampton, Mass.



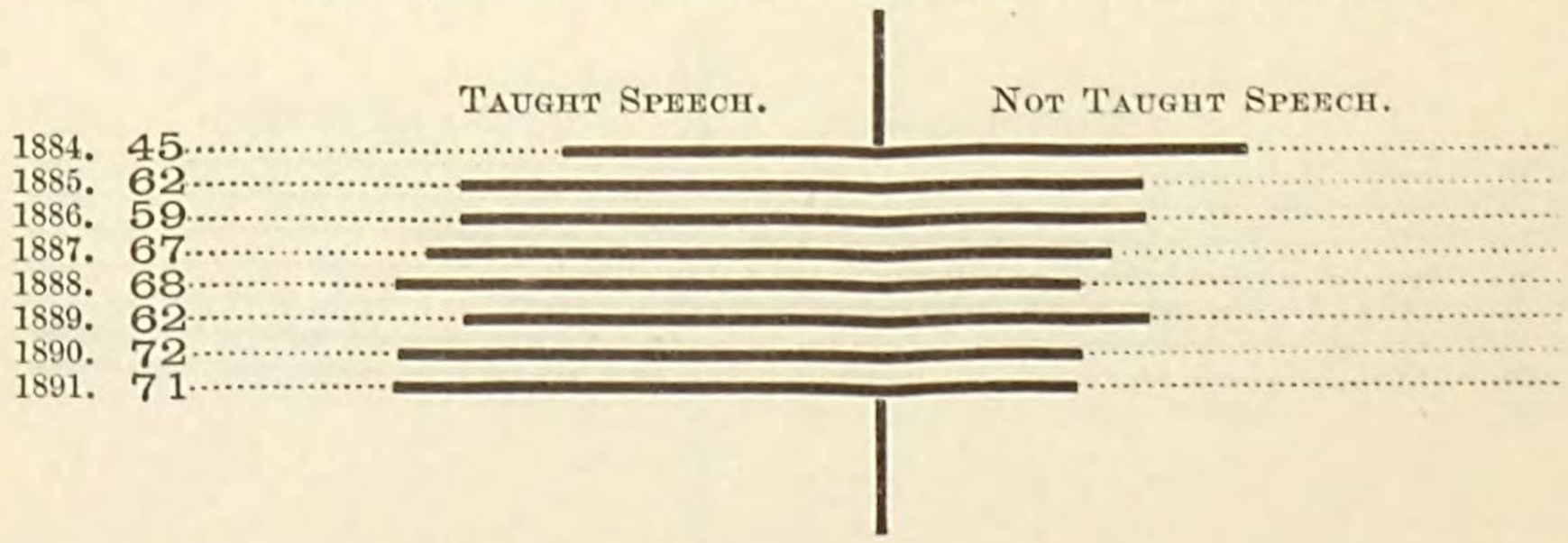
MASSACHUSETTS.

Horace Mann School, Boston, Mass.



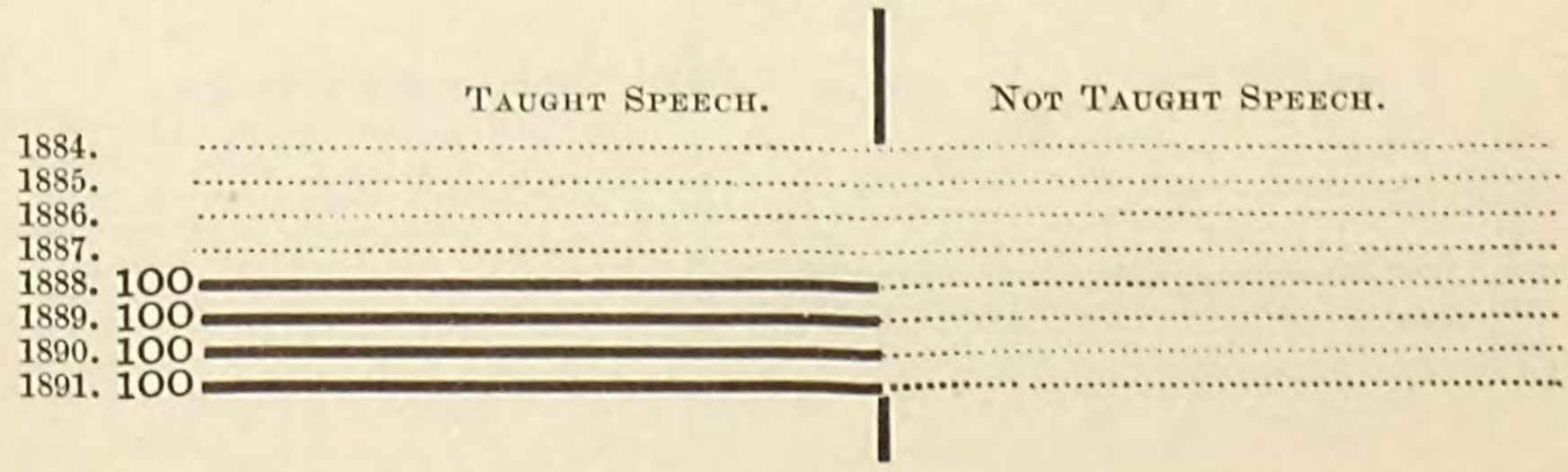
MASSACHUSETTS.

New England Industrial School for Deaf-Mutes, Beverly, Mass.



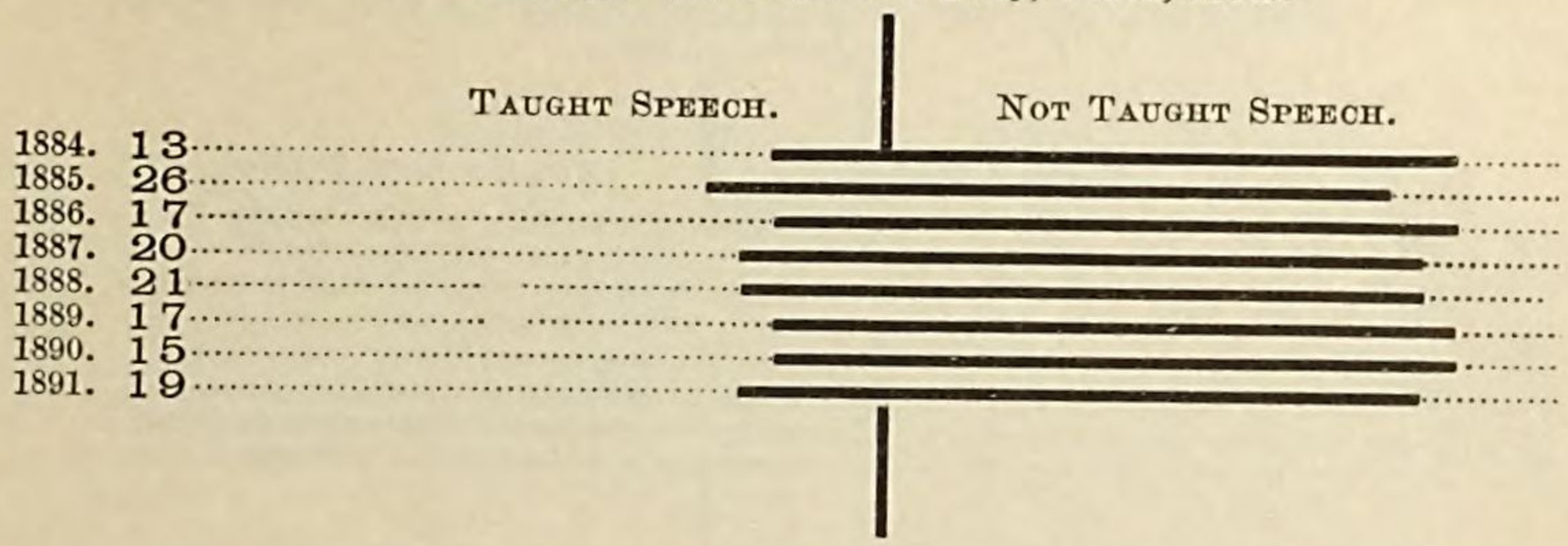
MASSACHUSETTS.

Sarah Fuller Home for Little Children who Cannot Hear, West Medford, Mass.



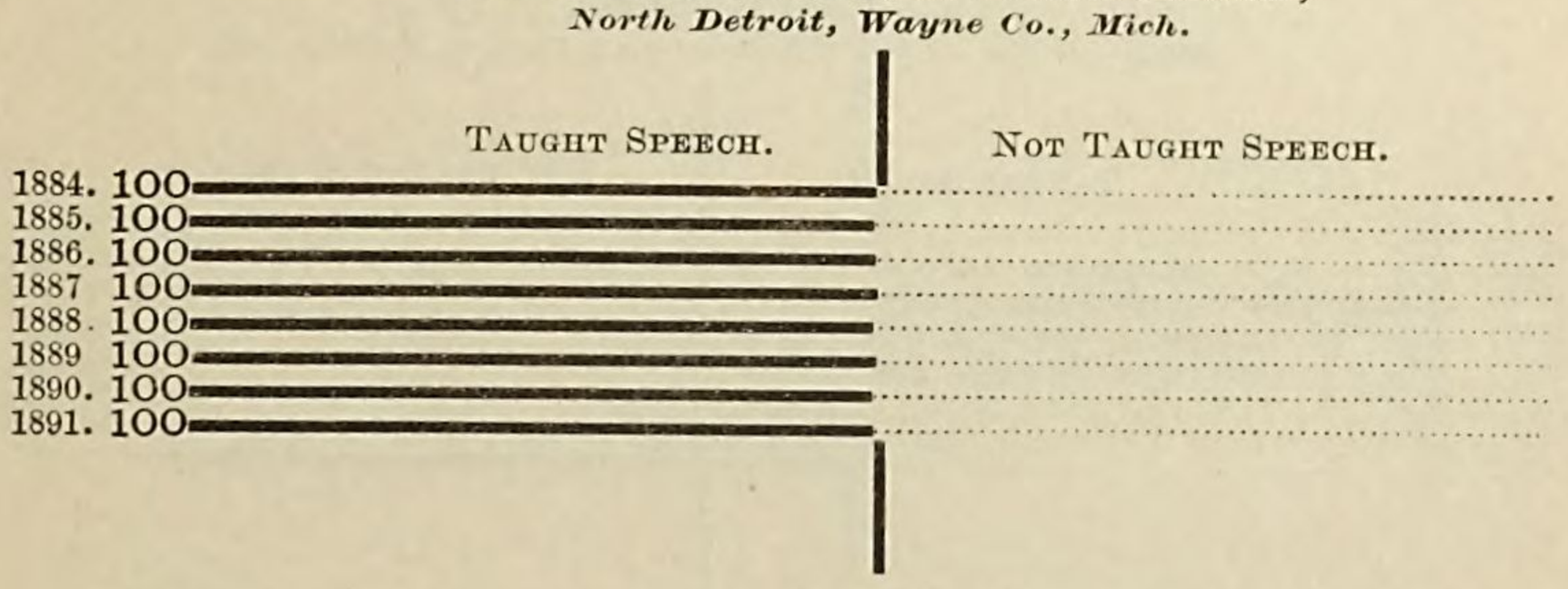
MICHIGAN.

Michigan School for the Deaf, Flint, Mich.



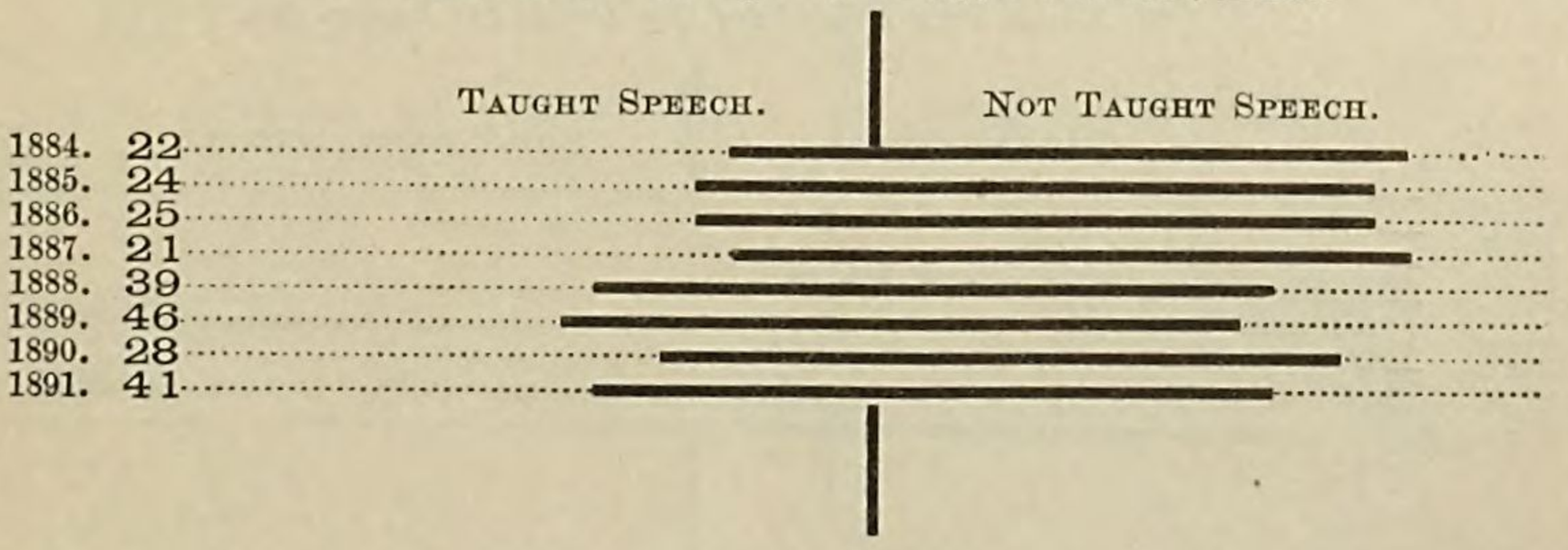
MICHIGAN.

German Lutheran Deaf and Dumb Institute, North Detroit, Wayne Co., Mich.



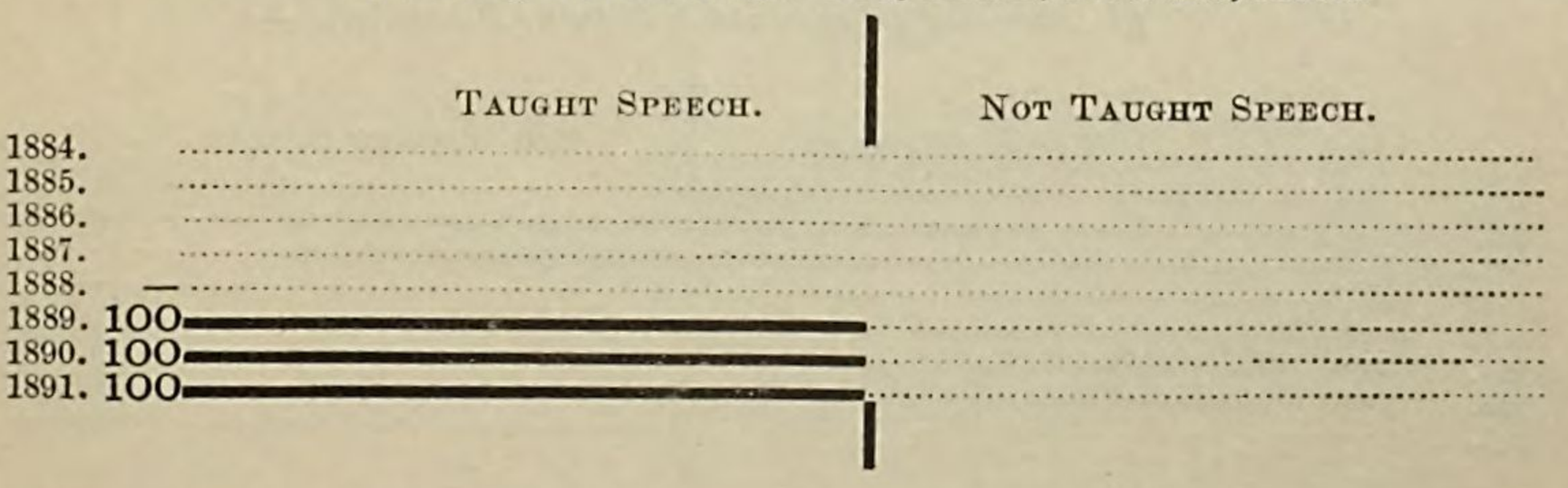
MINNESOTA.

Minnesota School for the Deaf, Faribault, Minn.



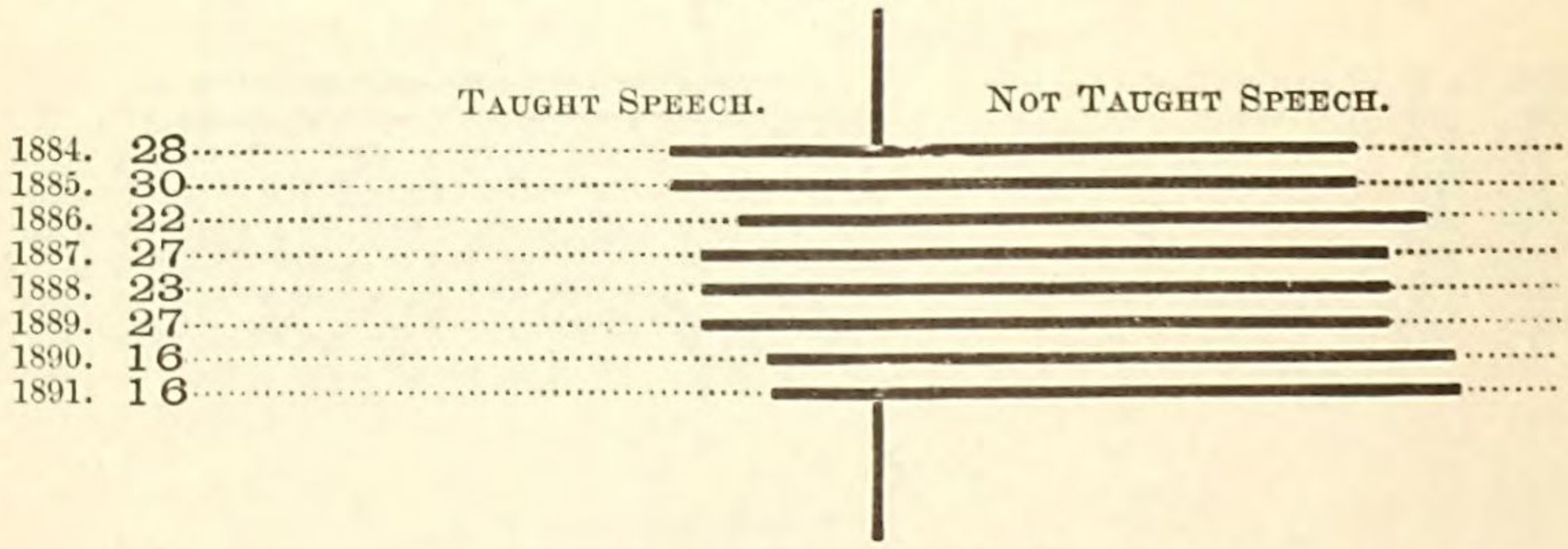
MINNESOTA.

St. Mary's Institute for Deaf-Mutes, St. Paul, Minn.



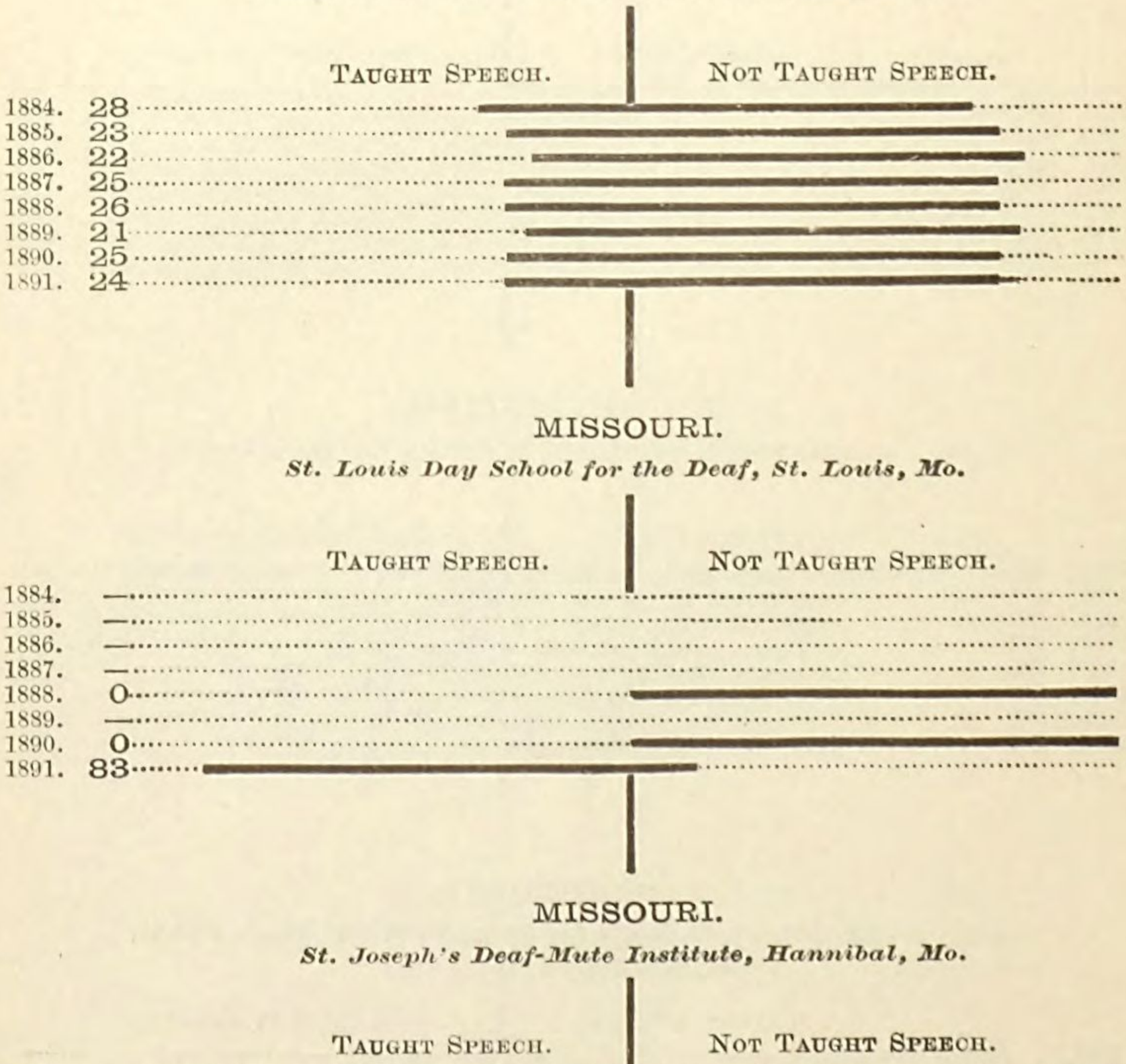
MISSISSIPPI.

Mississippi Institution for the Education of the Deaf and Dumb, Jackson, Miss.



MISSOURI.

Missouri School for the Deaf and Dumb, Fulton, Mo.

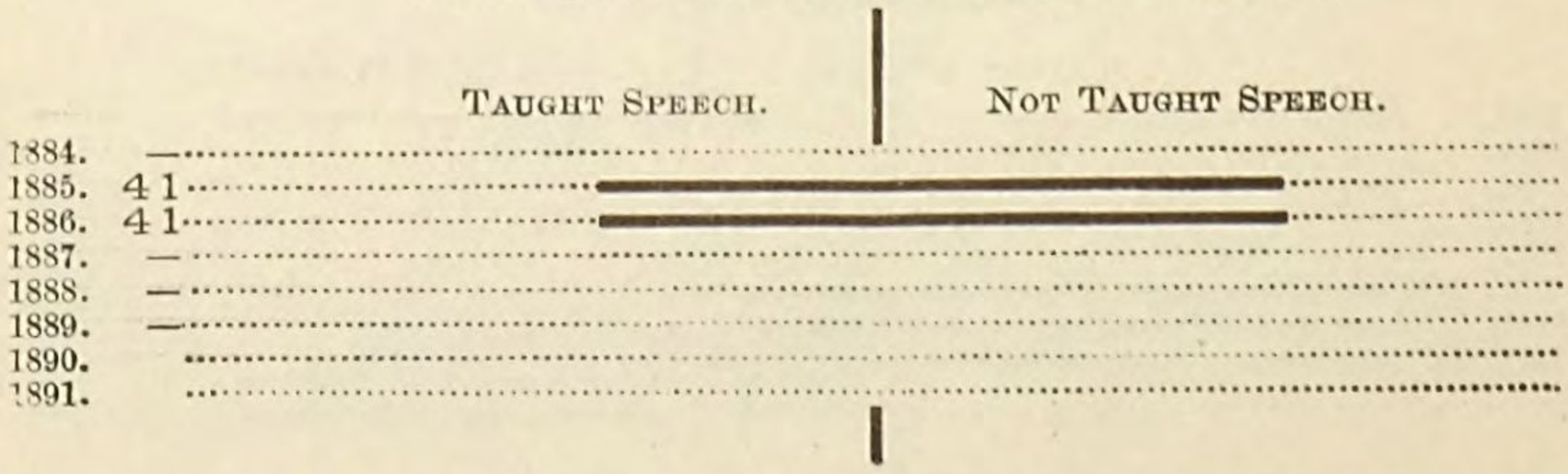


MISSOURI.

St. Louis Day School for the Deaf, St. Louis, Mo.

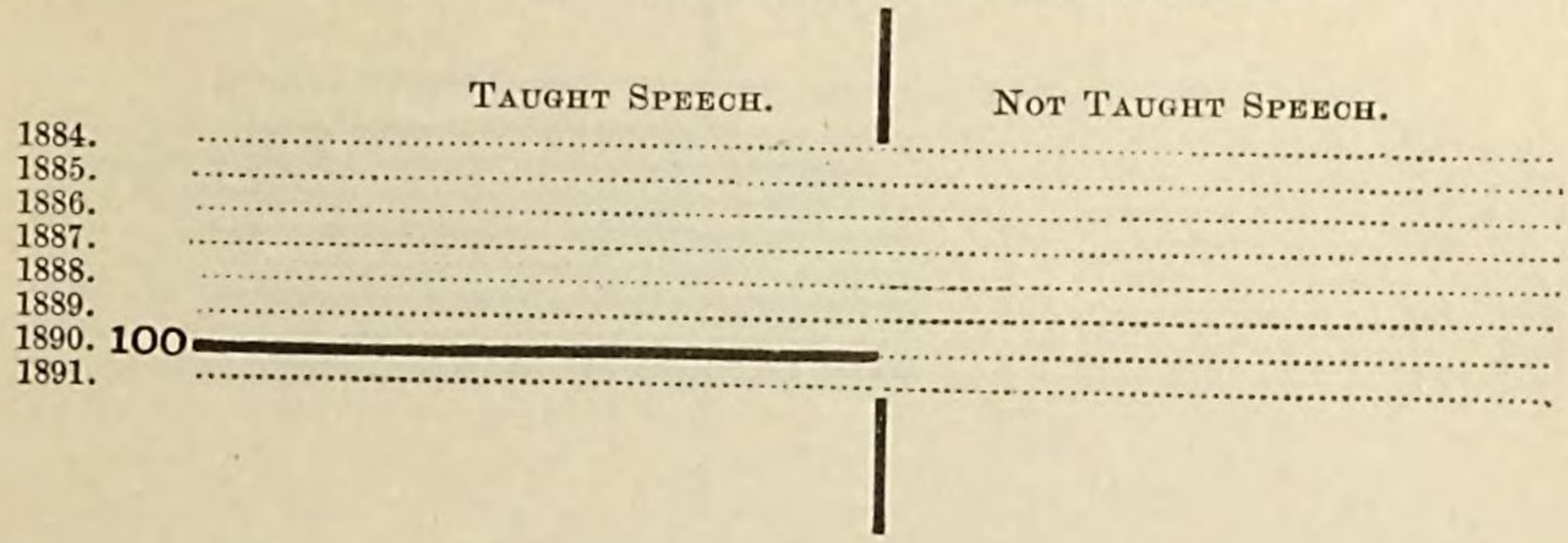
MISSOURI.

St. Joseph's Deaf-Mute Institute, Hannibal, Mo.



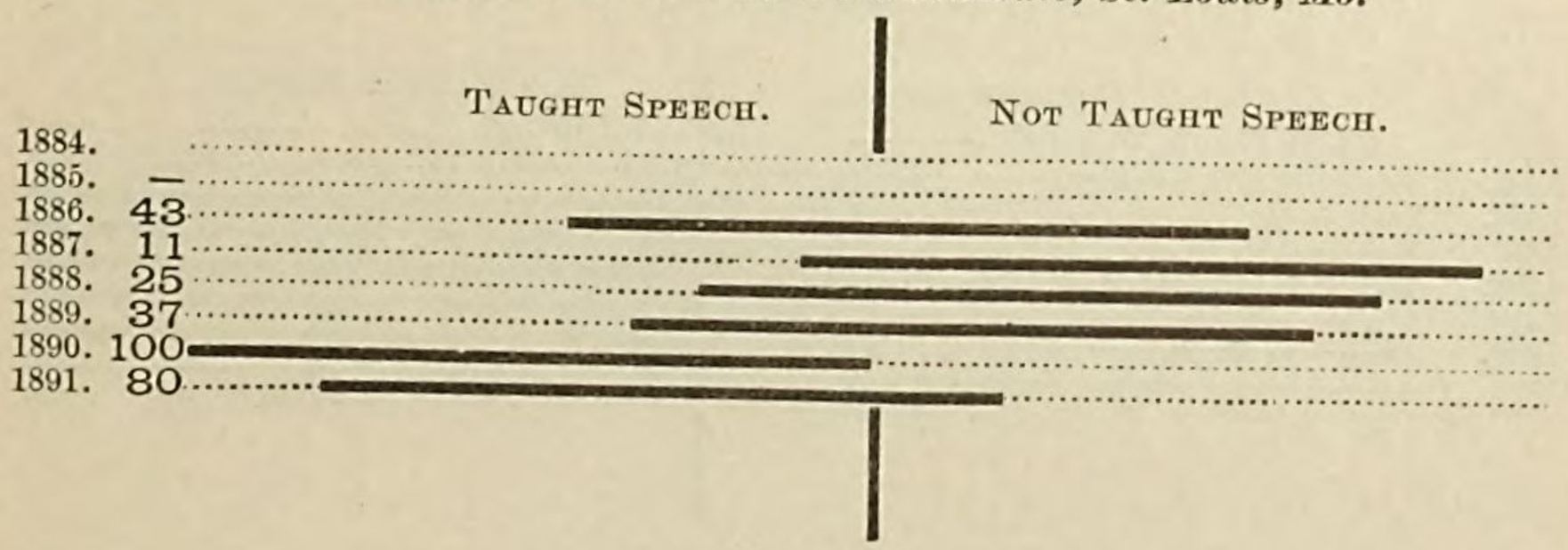
MISSOURI.

Miss Parker's School for the Deaf, St. Louis, Mo.



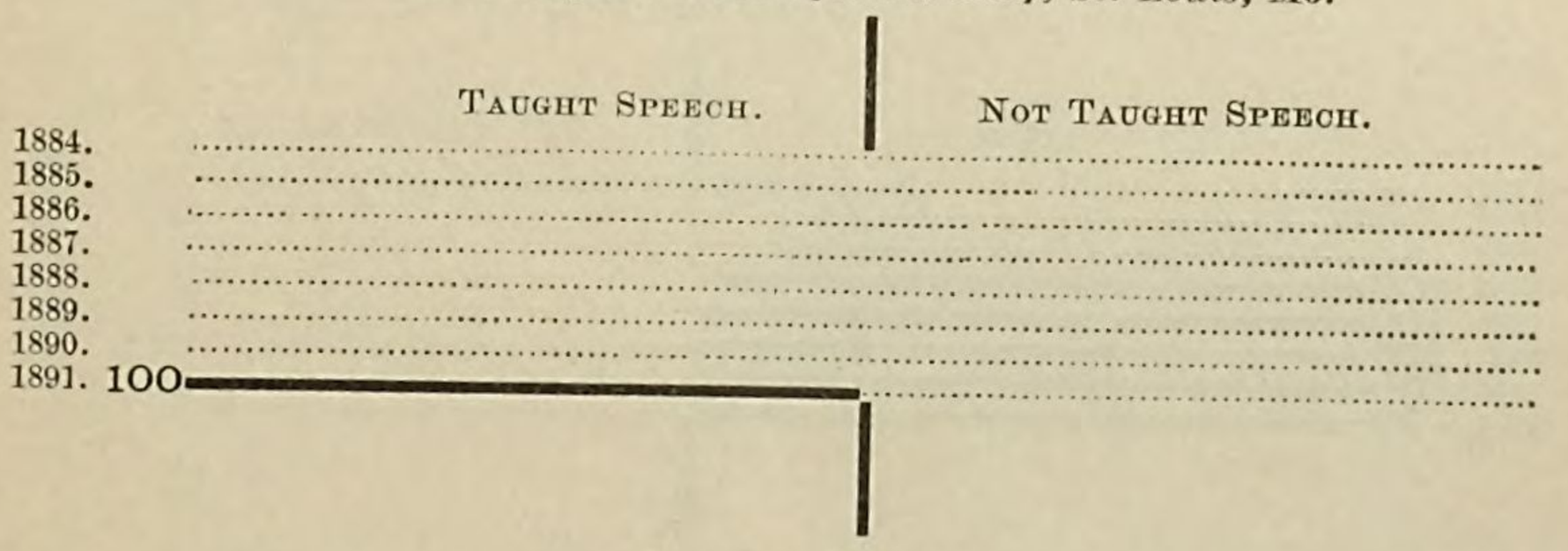
MISSOURI.

Maria Consilia Deaf-Mute Institute, St. Louis, Mo.



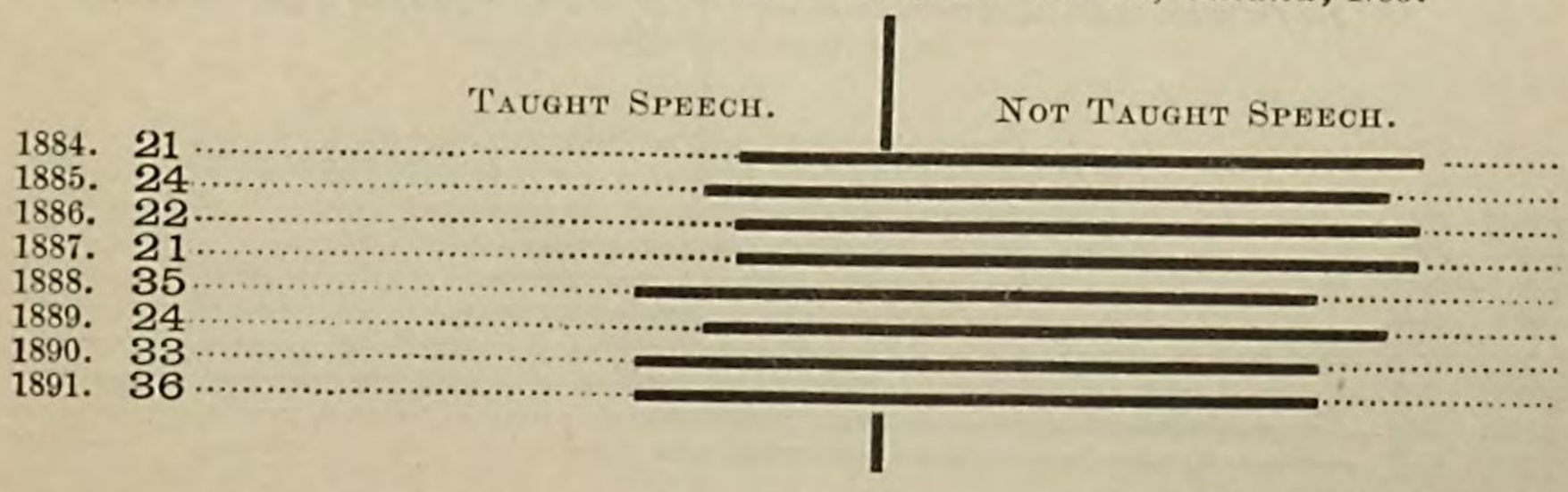
MISSOURI.

Miss Kugler's School for the Deaf, St. Louis, Mo.



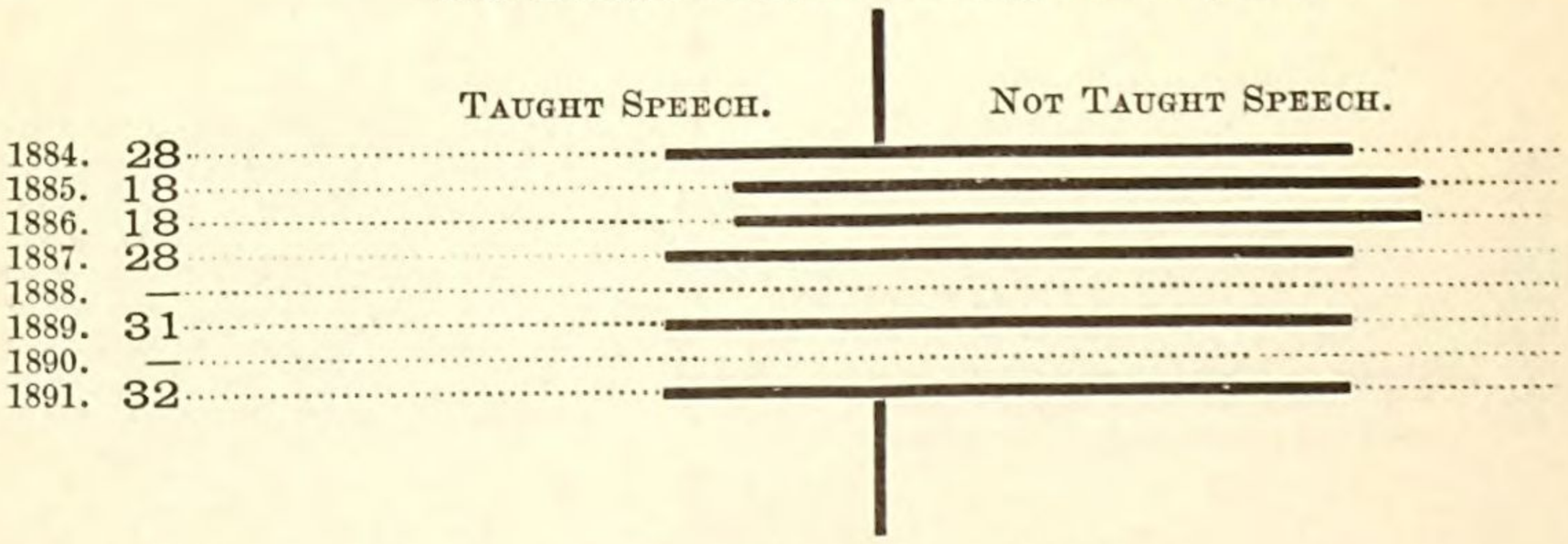
NEBRASKA.

Nebraska Institute for the Deaf and Dumb, Omaha, Neb.



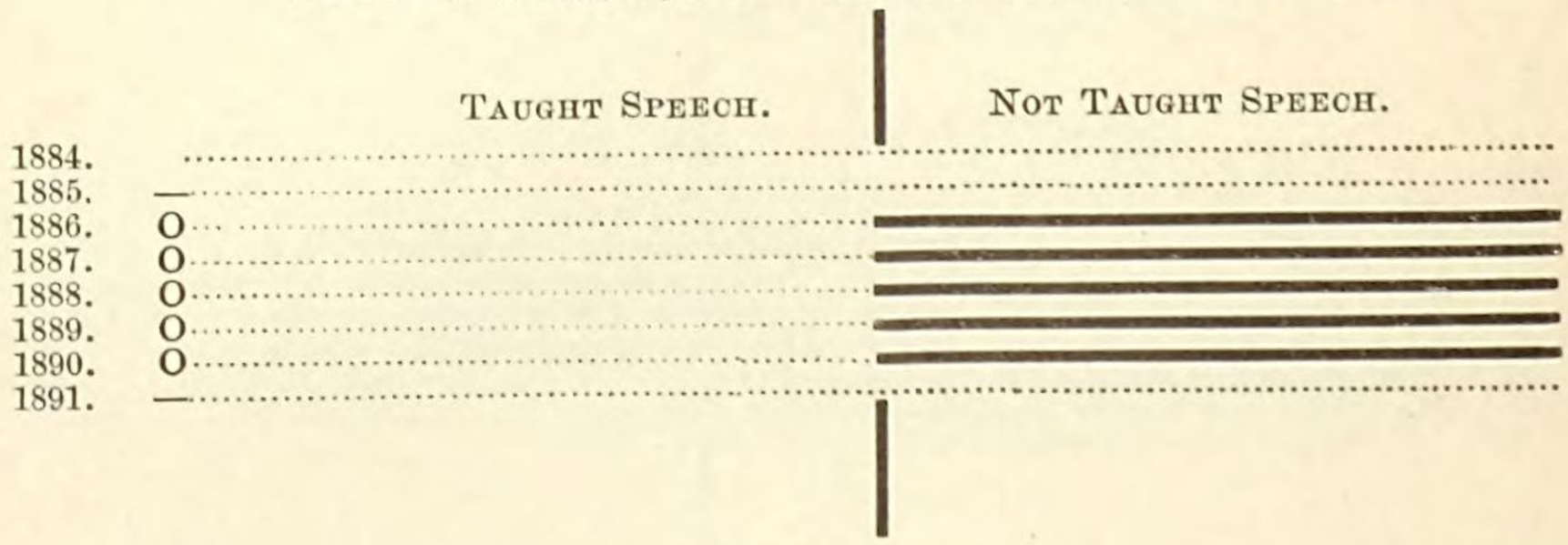
NEW JERSEY.

New Jersey School for the Deaf, Trenton, N.J.



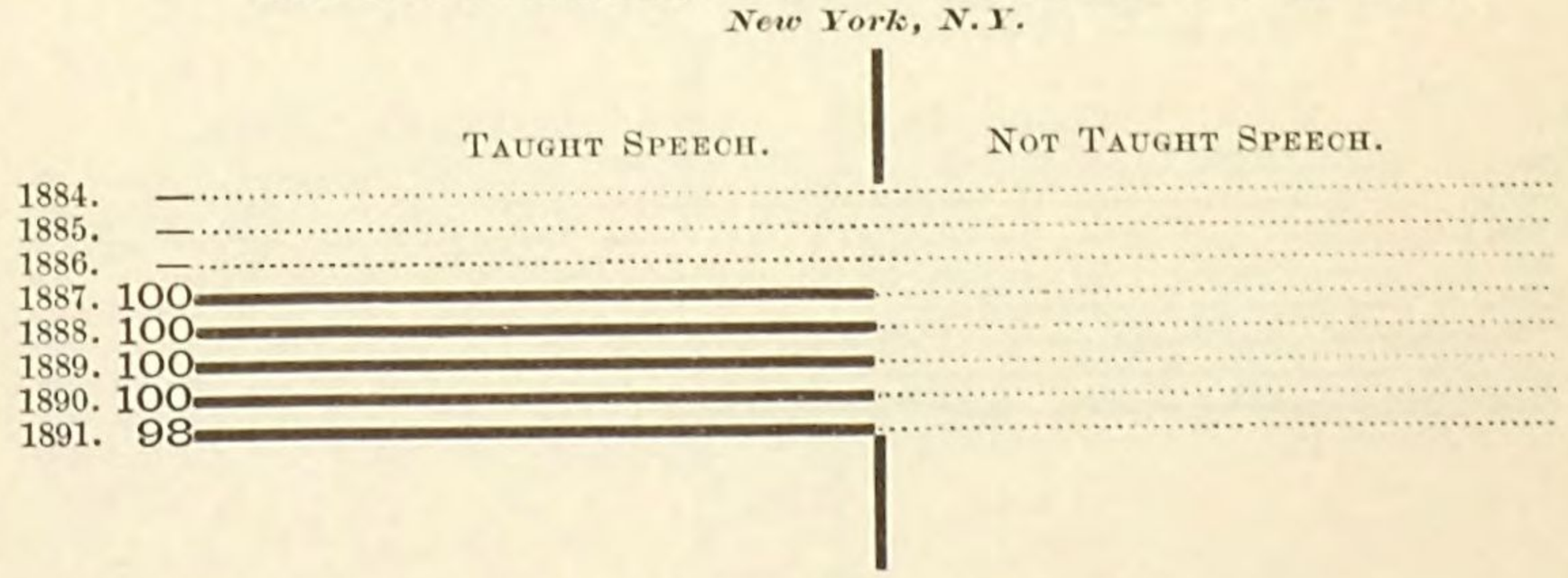
NEW MEXICO.

New Mexico School for the Deaf and Dumb, Santa Fé, N.M.



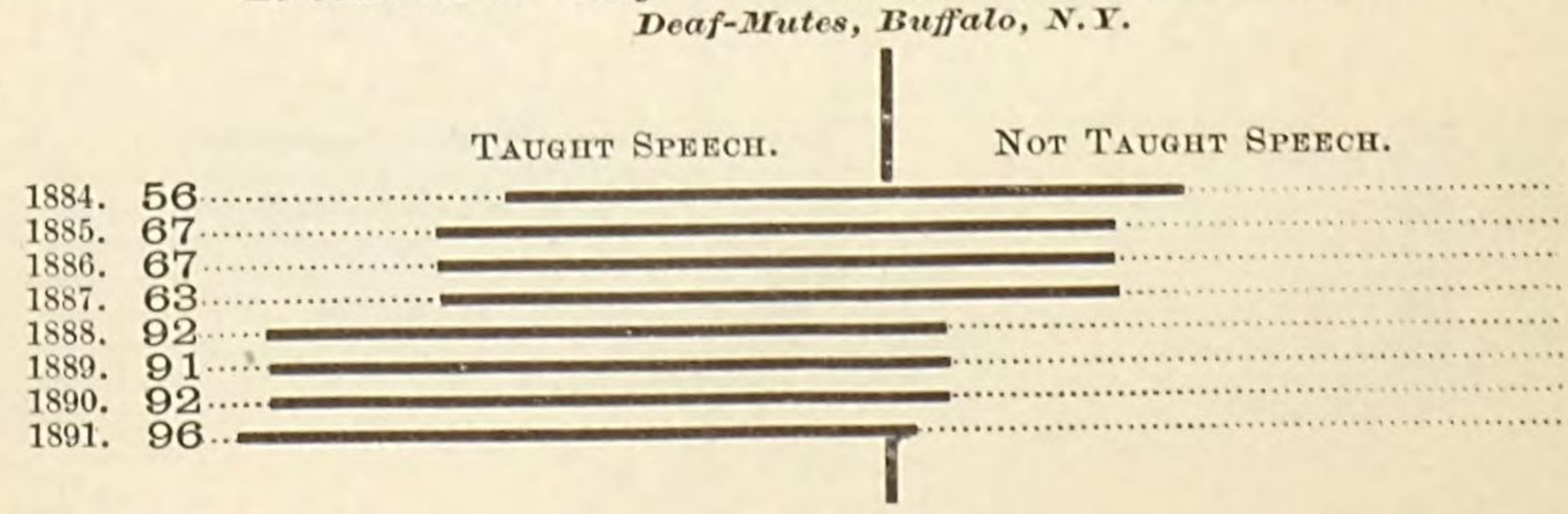
NEW YORK.

New York Institution for the Instruction of the Deaf and Dumb, New York, N.Y.



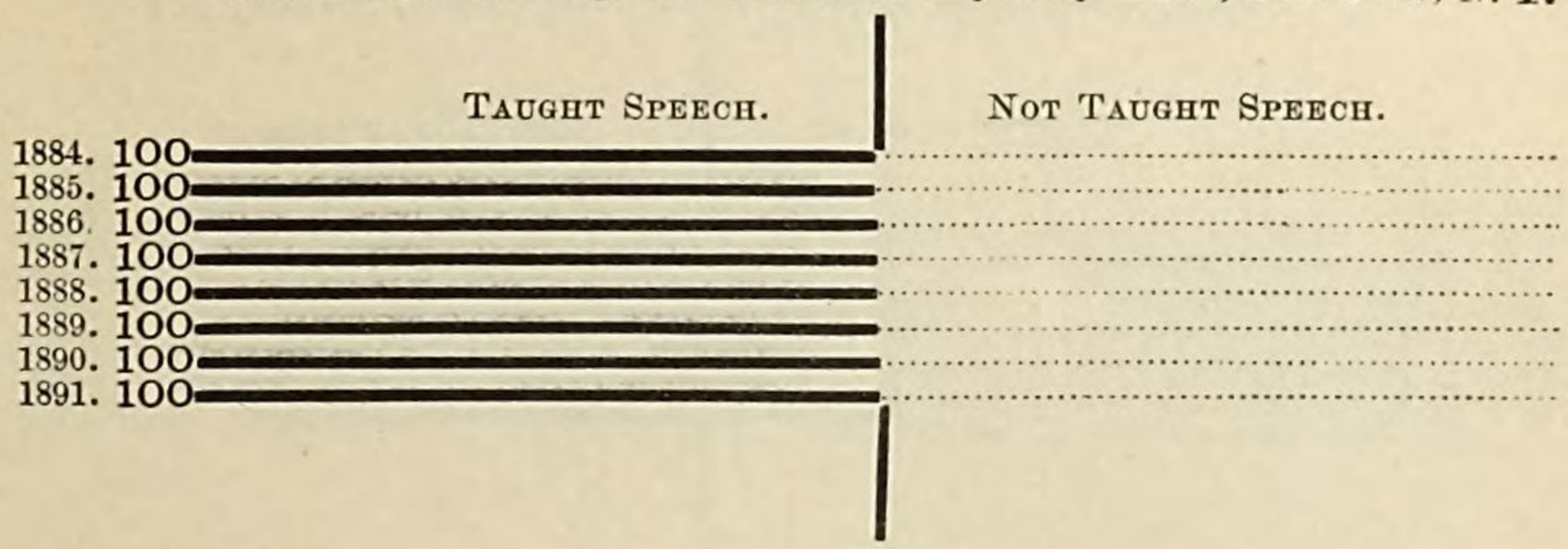
NEW YORK.

Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes, Buffalo, N.Y.



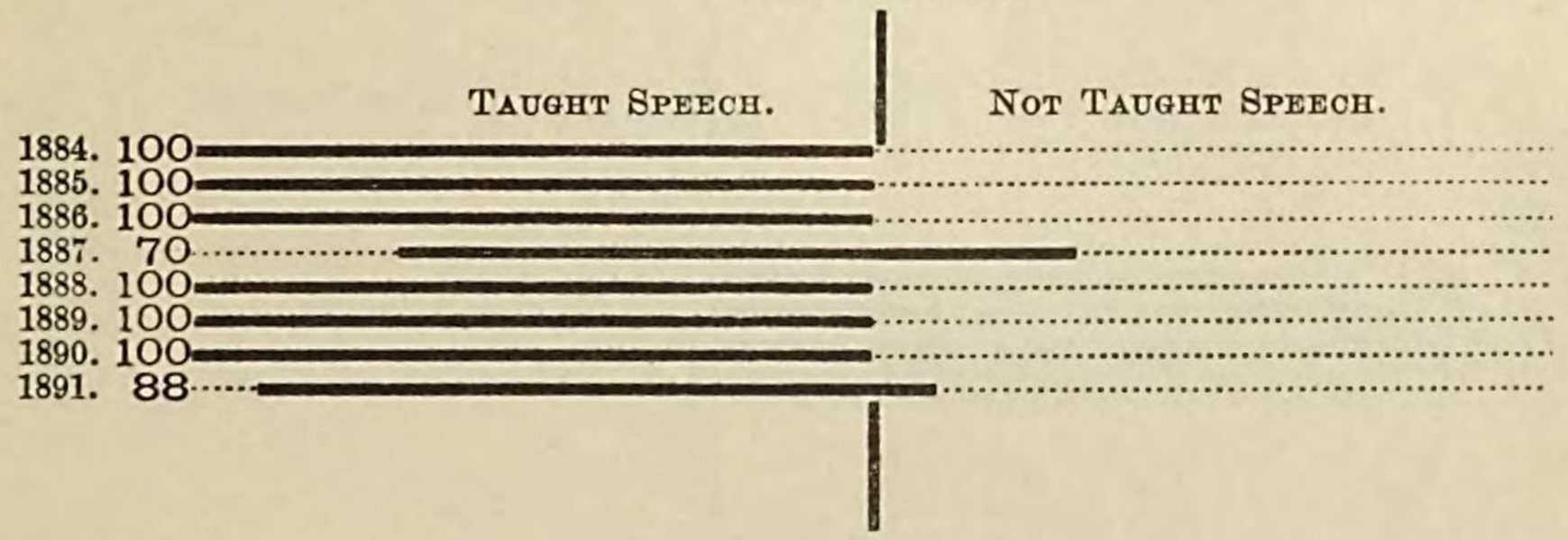
NEW YORK.

Institution for the Improved Instruction of Deaf-Mutes, New York, N. Y.



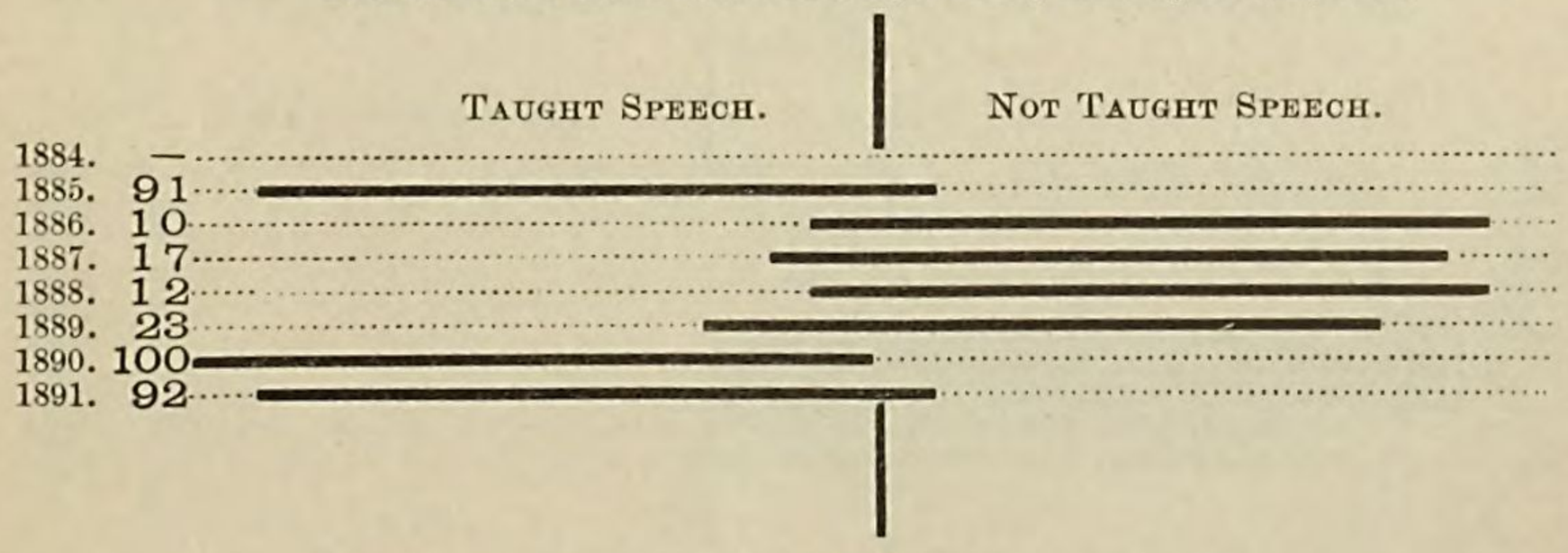
NEW YORK.

St. Joseph's Institute for the Improved Instruction of Deaf-Mutes, Fordham, N. Y.



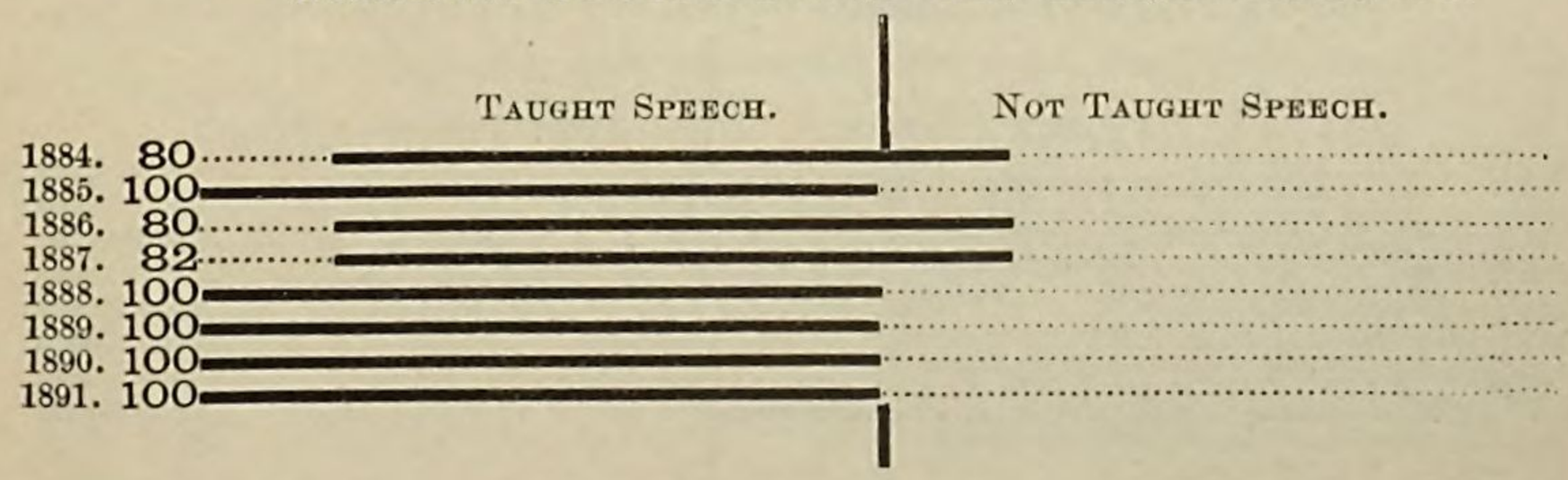
NEW YORK.

Central New York Institution for Deaf-Mutes, Rome, N.Y.



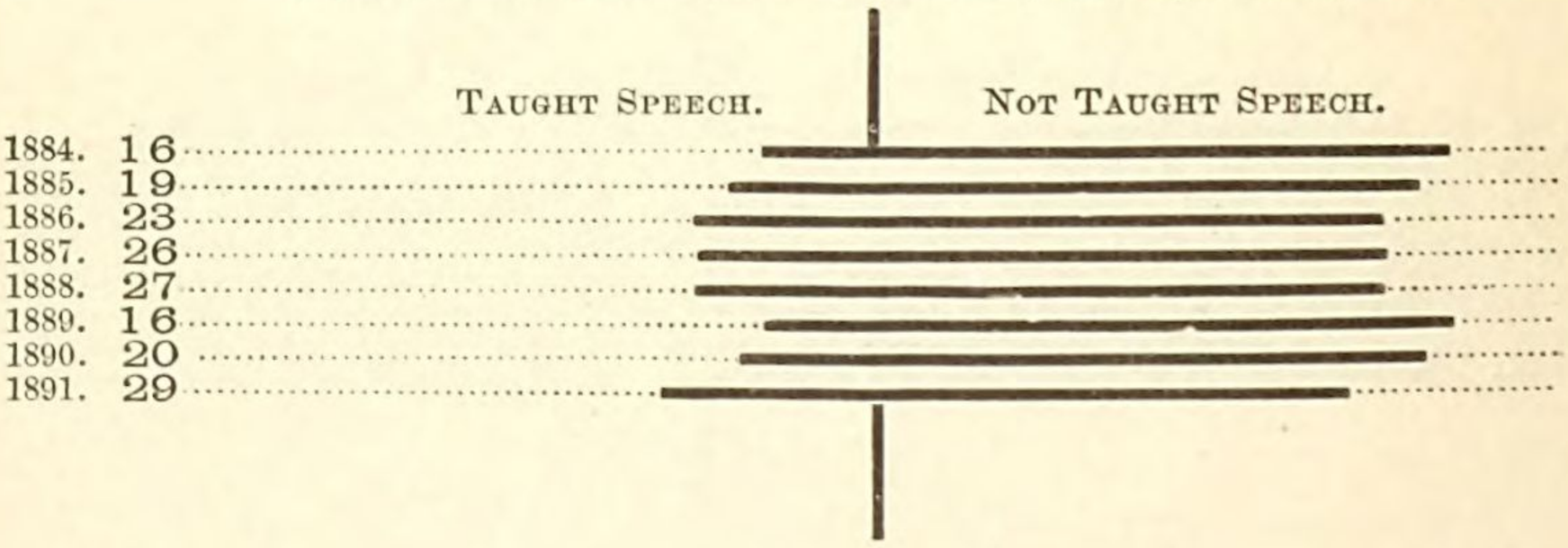
NEW YORK.

Western New York Institution for Deaf-Mutes, Rochester, N.Y.



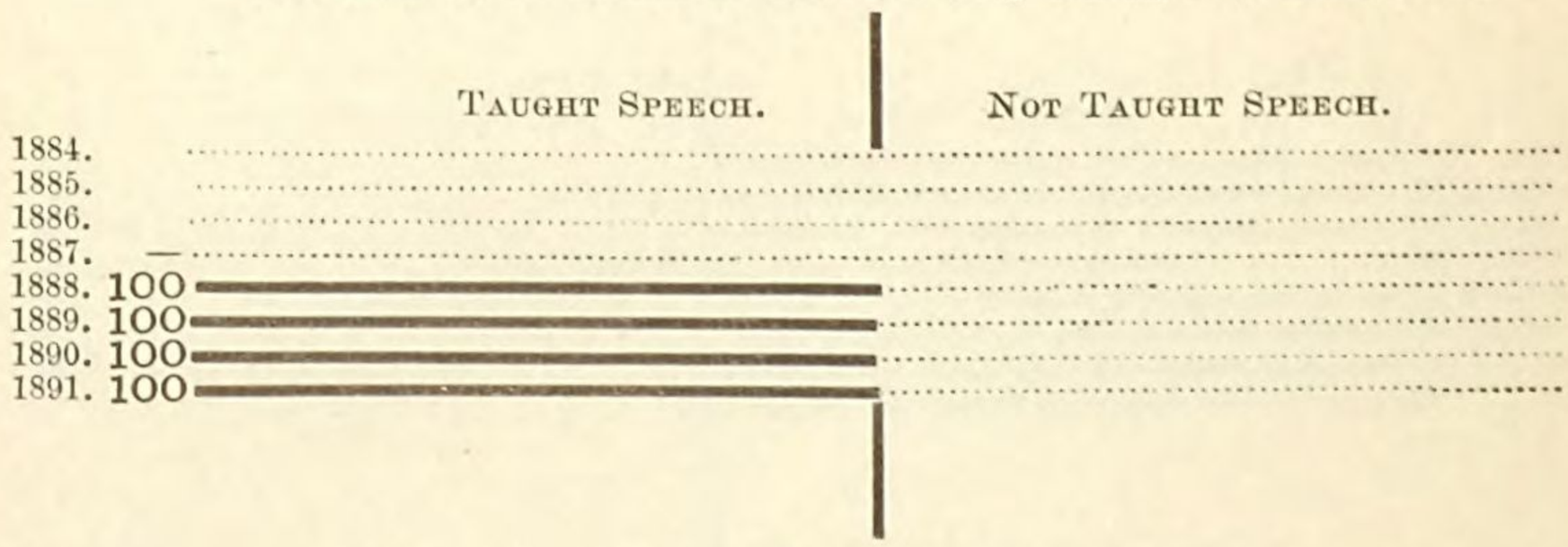
NEW YORK.

Northern New York Institution for Deaf-Mutes, Malone, N.Y.



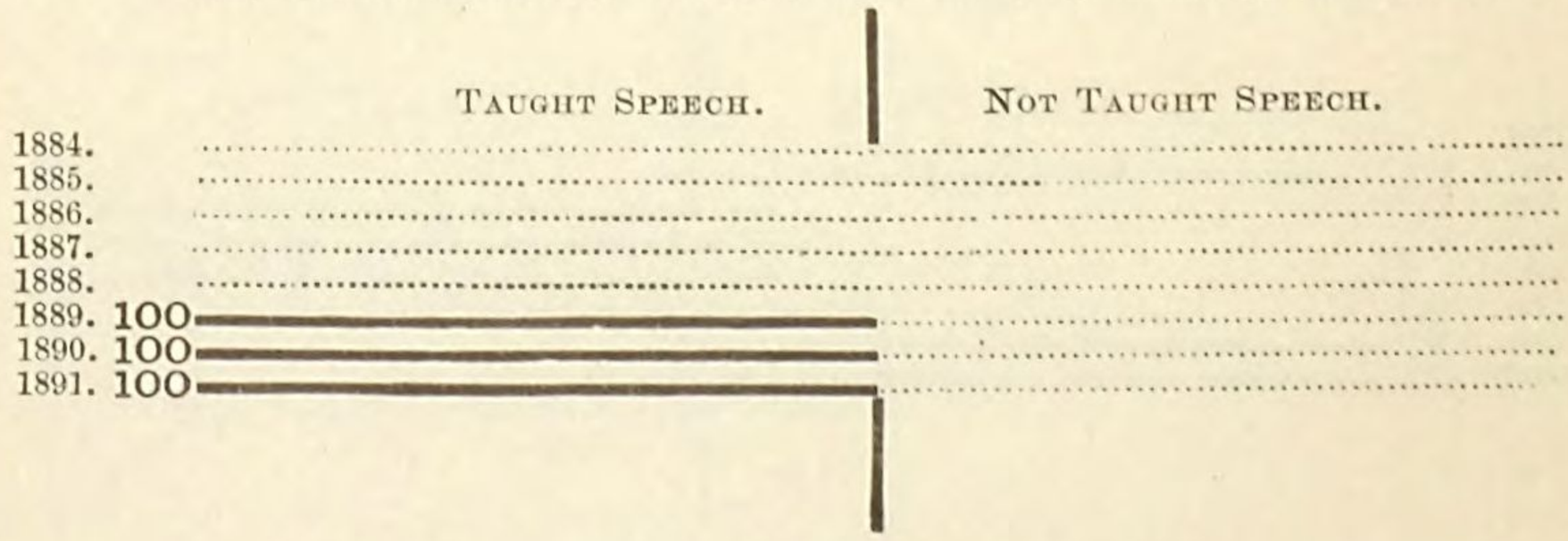
NEW YORK.

Miss Keeler's Articulation Class for Deaf-Mutes, New York, N.Y.



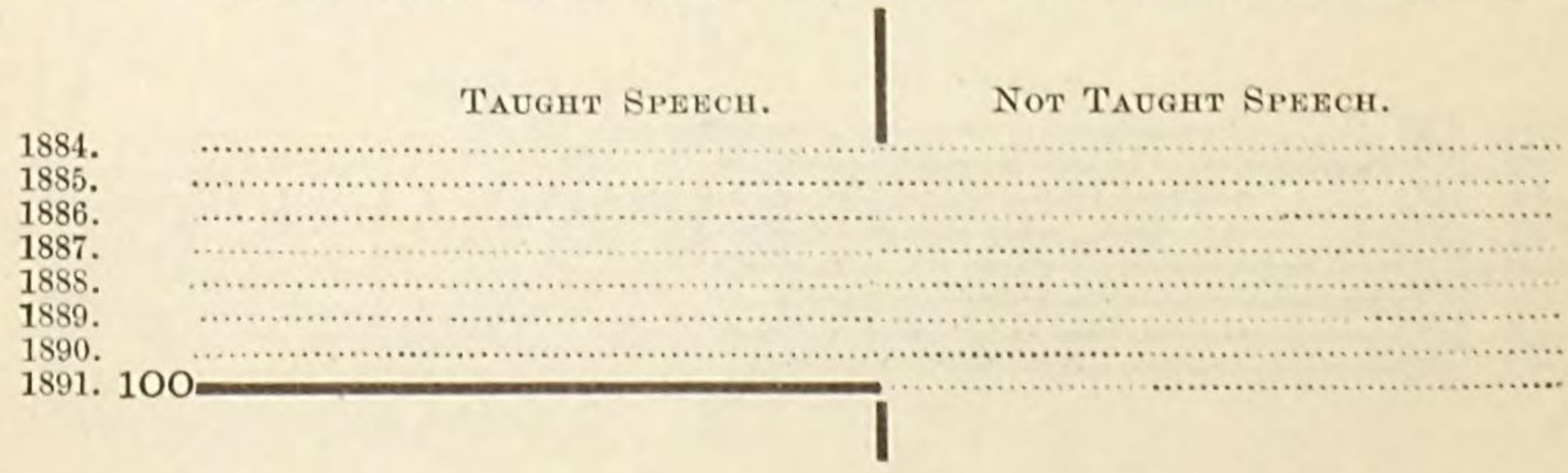
NEW YORK.

Albany Home School for the Oral Instruction of the Deaf, Albany, N.Y.



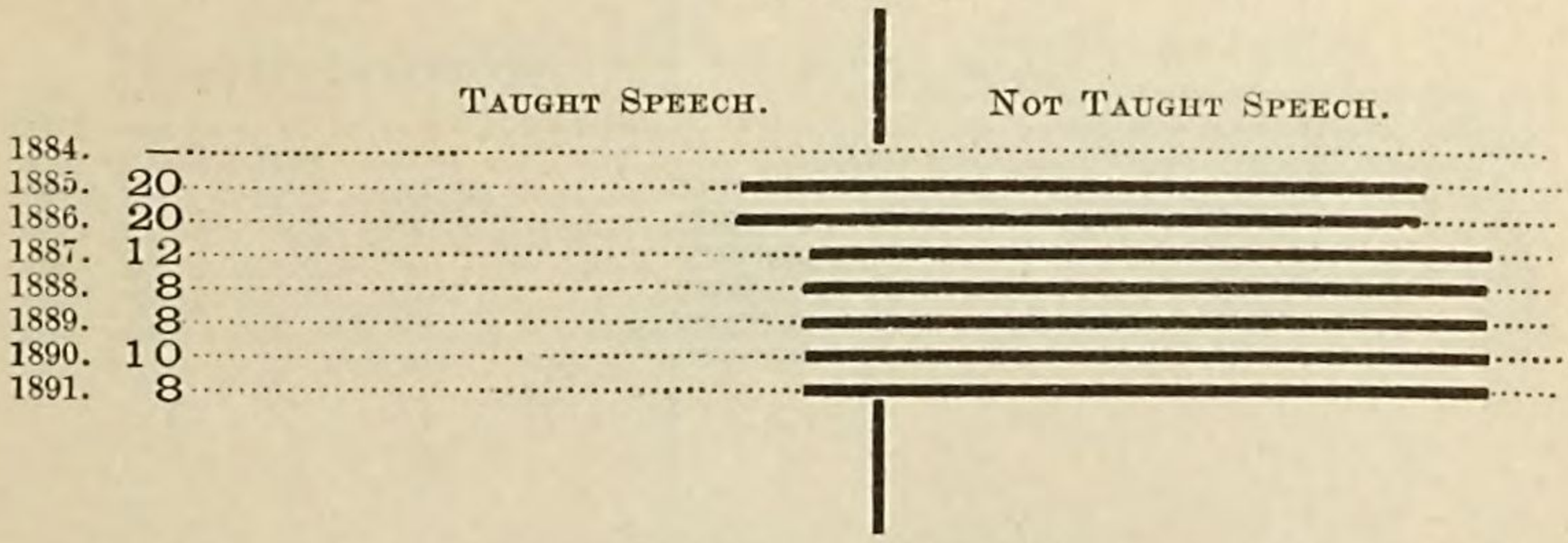
NEW YORK.

Warren Articulation School (Private), 243 W. 21st St., New York City.



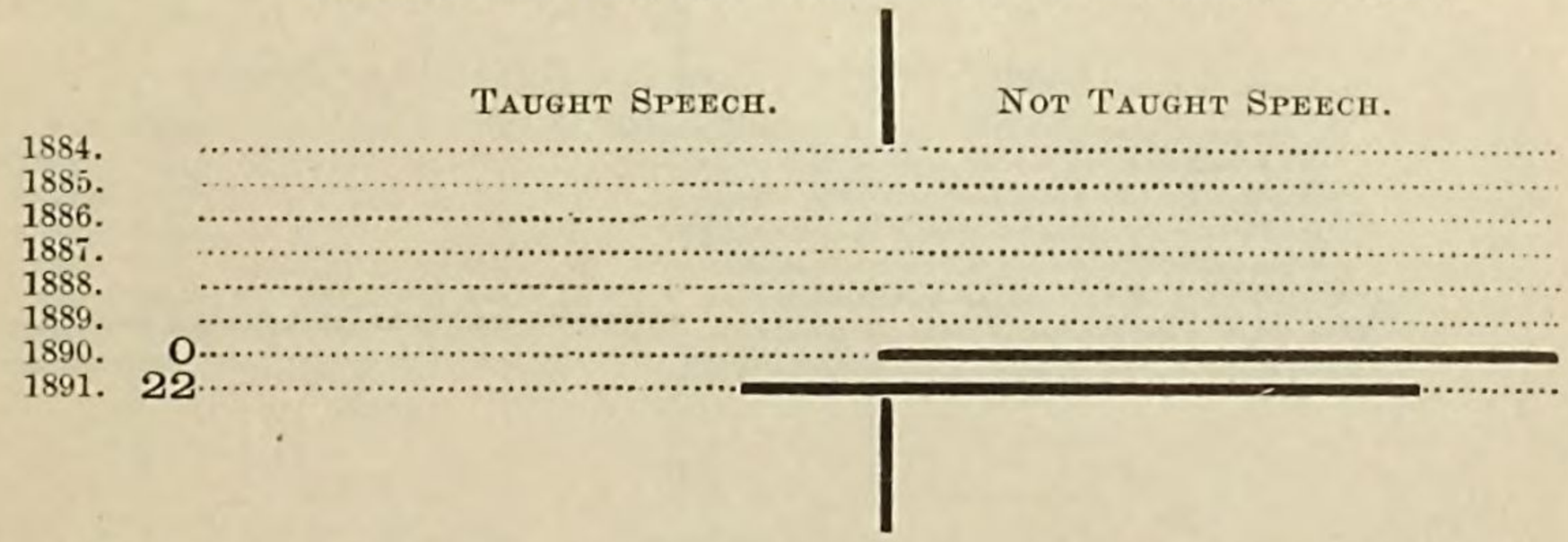
NORTH CAROLINA.

North Carolina Institution for the Deaf and Dumb and the Blind, Raleigh, N.C.



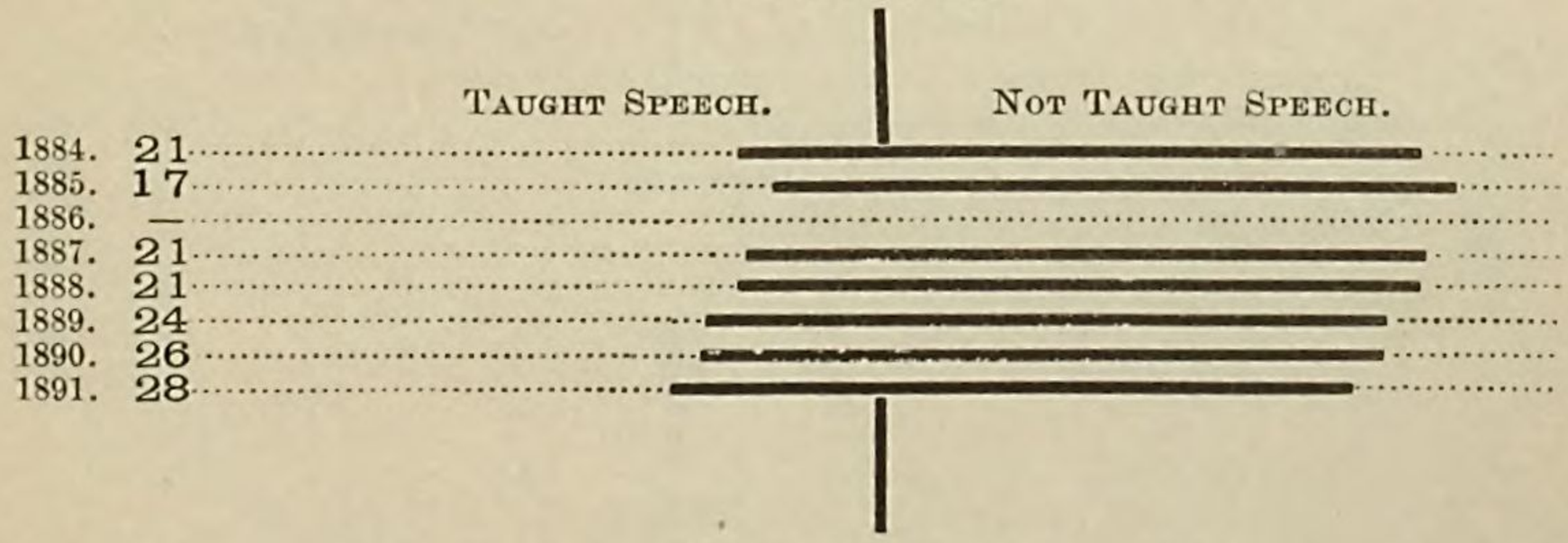
NORTH DAKOTA.

School for the Deaf of North Dakota, Devil's Lake, No. Dak.



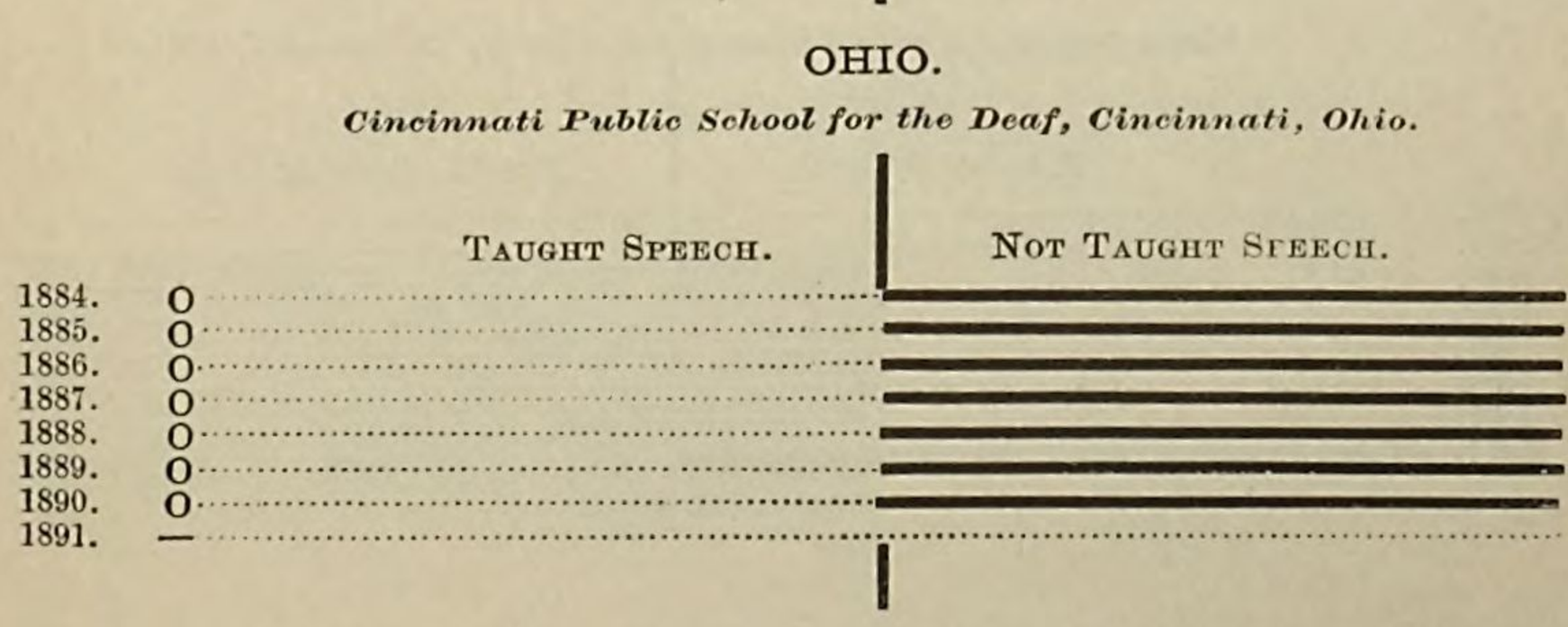
OHIO.

Ohio Institution for the Education of the Deaf and Dumb, Columbus, Ohio.



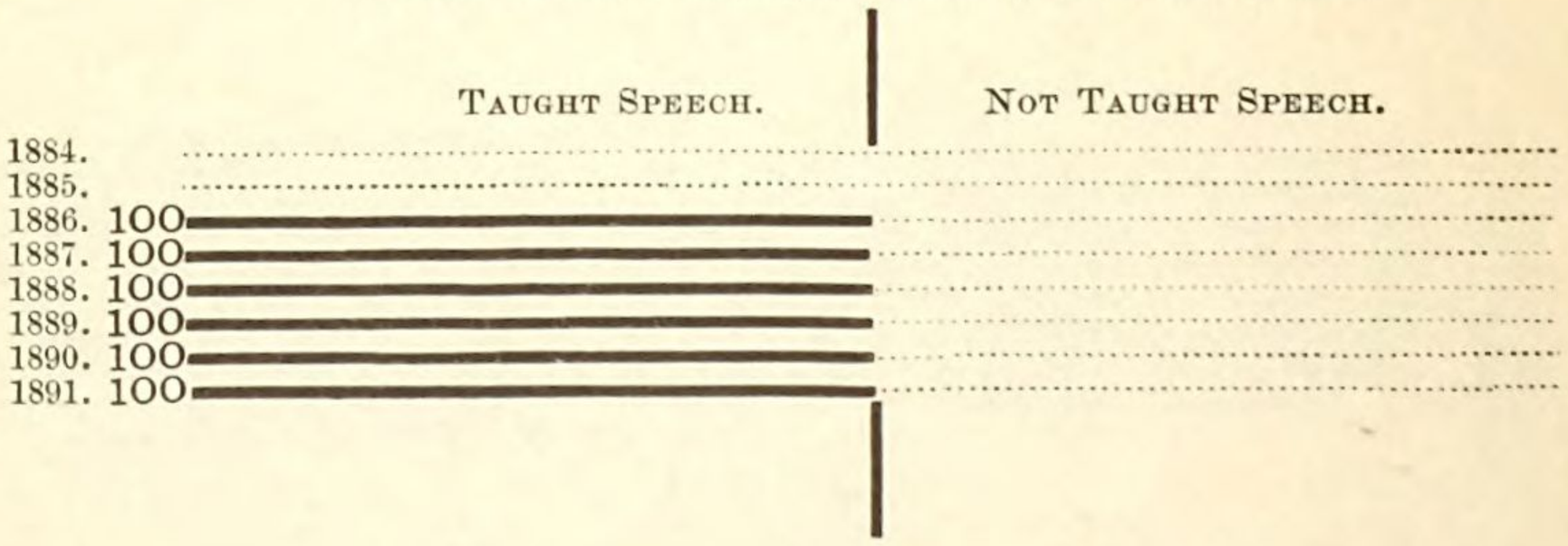
OHIO.

Cincinnati Public School for the Deaf, Cincinnati, Ohio.



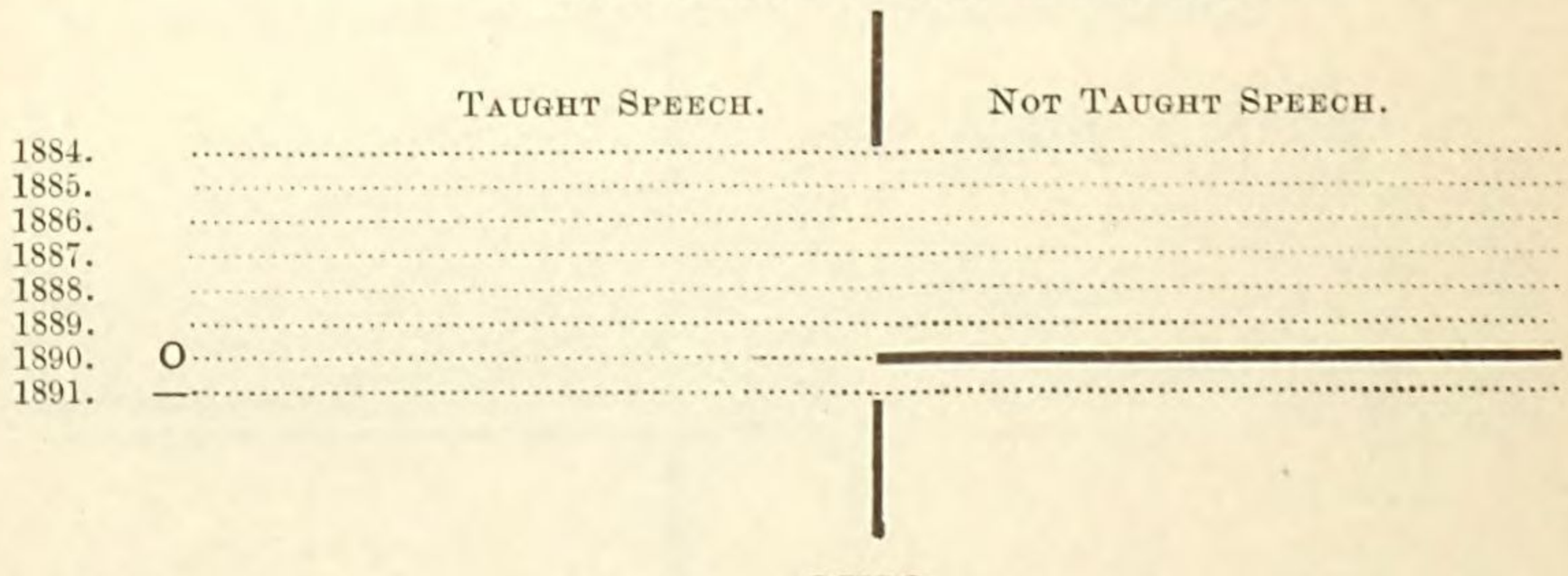
OHIO.

Cincinnati Oral School for the Deaf, Cincinnati, Ohio.



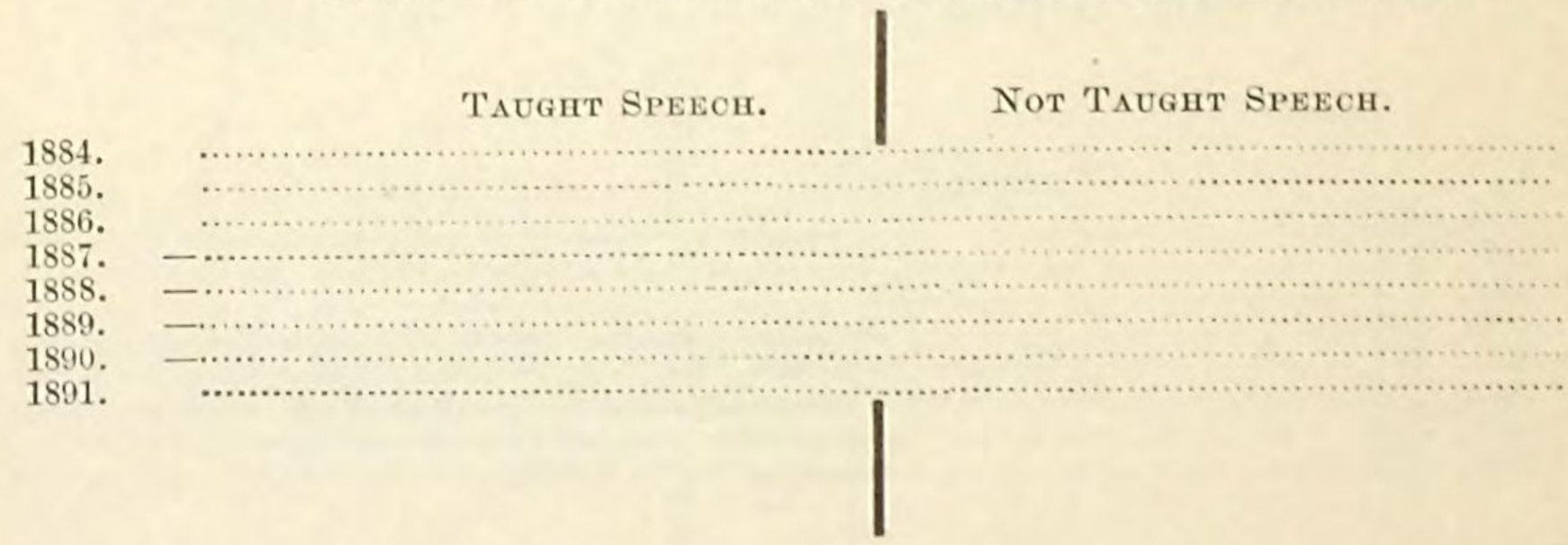
OHIO.

Toledo Deaf-Mute School, Toledo, Ohio.



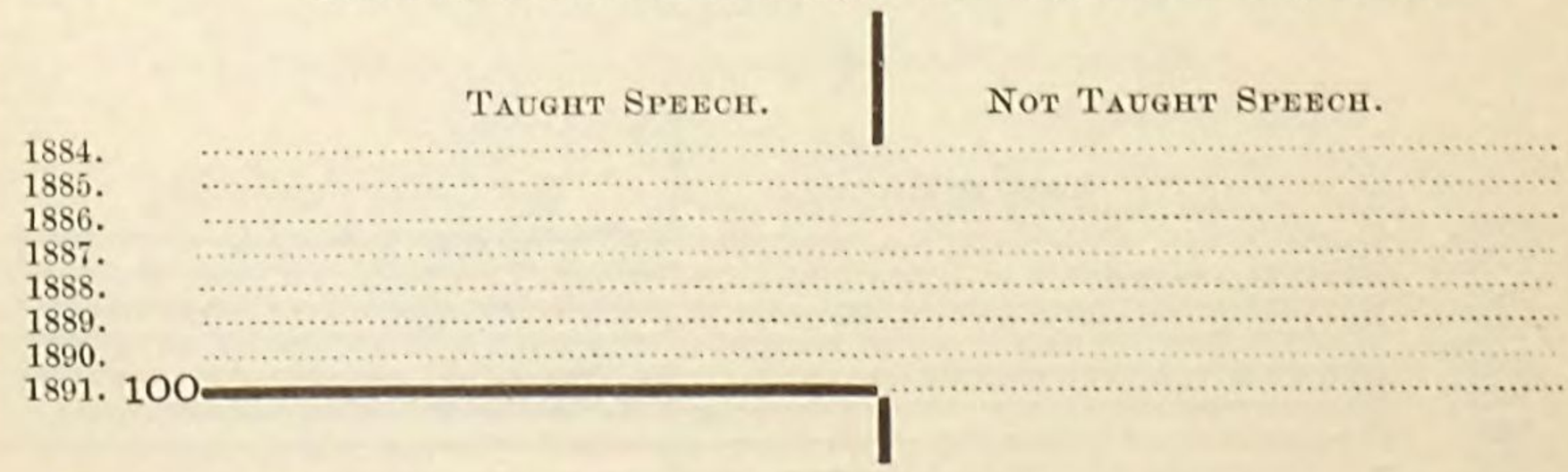
OHIO.

Cincinnati Catholic School for Deaf-Mutes, Cincinnati, Ohio.



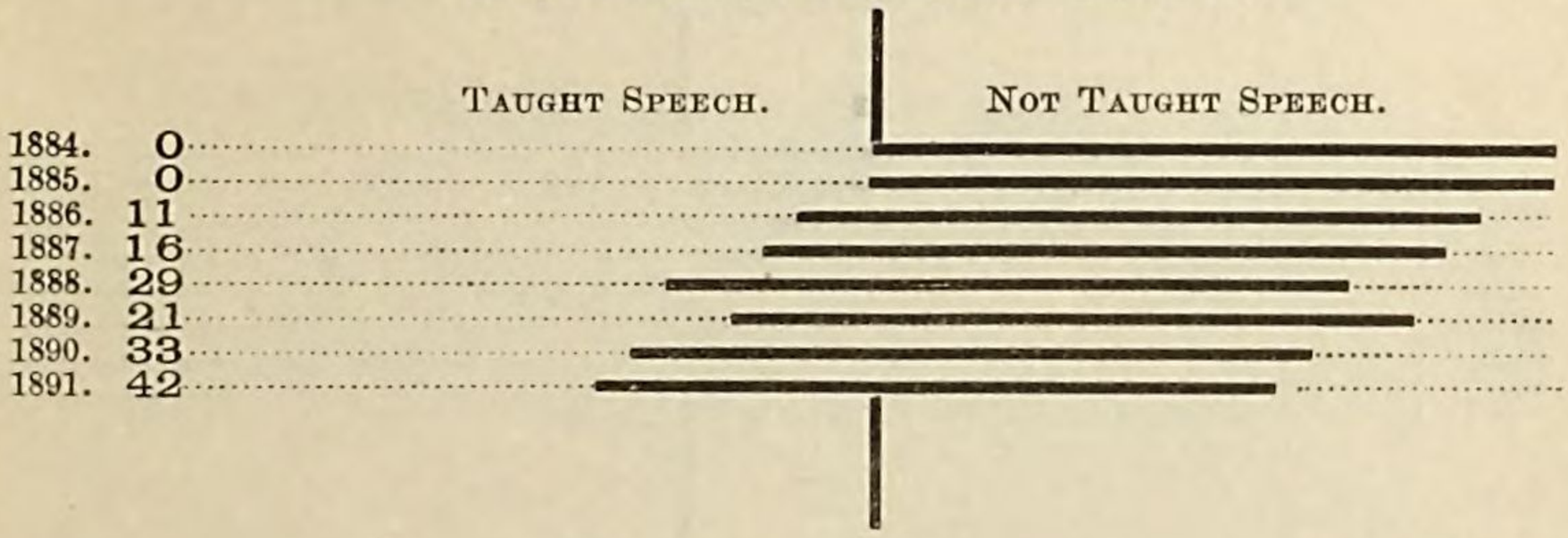
OHIO.

Notre Dame Female School for the Deaf, Cincinnati, Ohio.



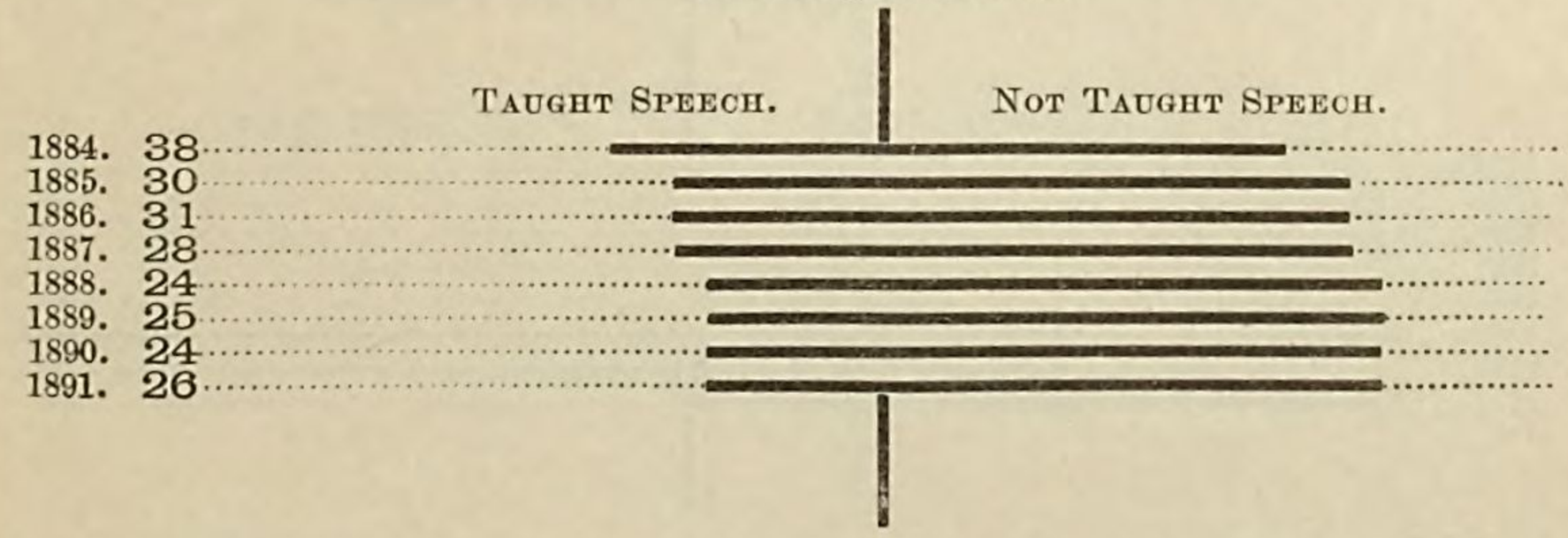
OREGON.

Oregon School for Deaf-Mutes, Salem, Ore.



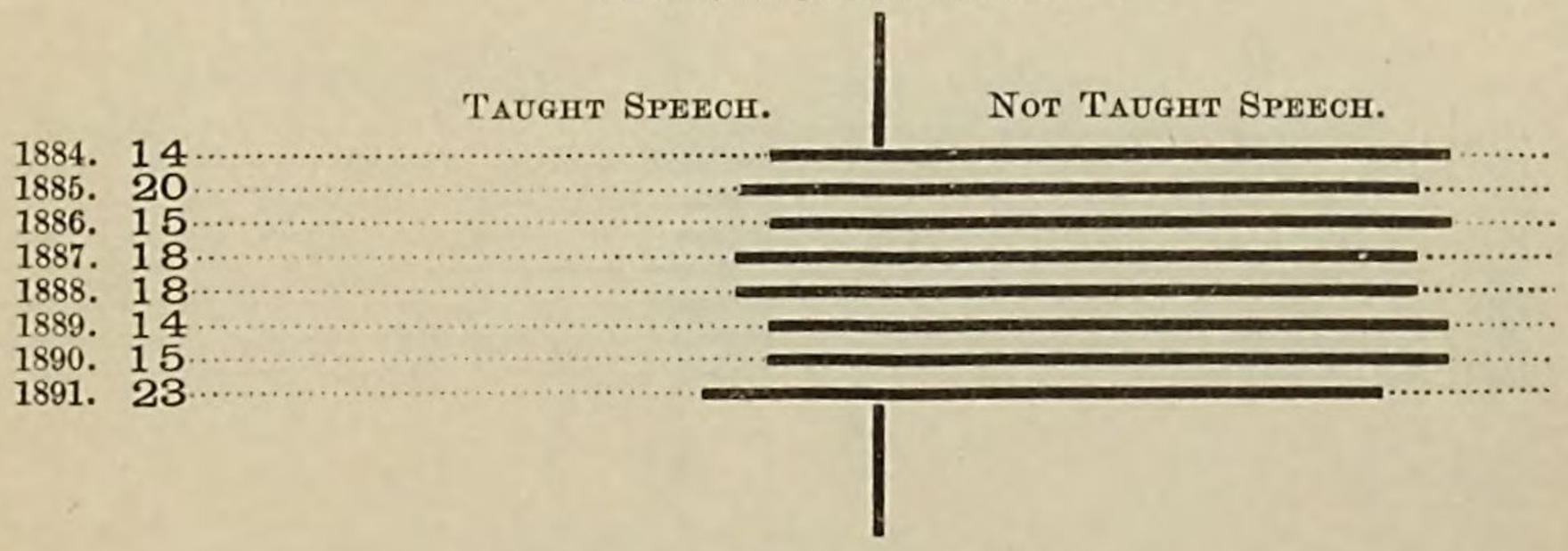
PENNSYLVANIA.

Pennsylvania Institution for the Deaf and Dumb, Philadelphia, Penn.



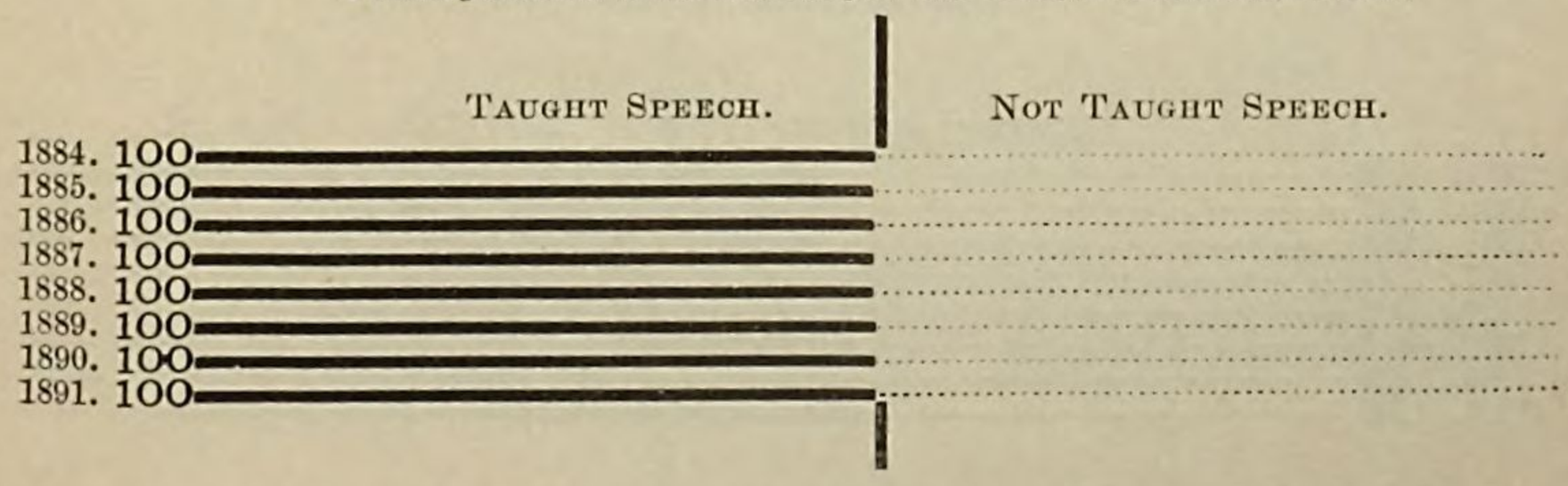
PENNSYLVANIA.

Western Pennsylvania Institution for the Instruction of the Deaf and Dumb, Edgewoodville, Penn.



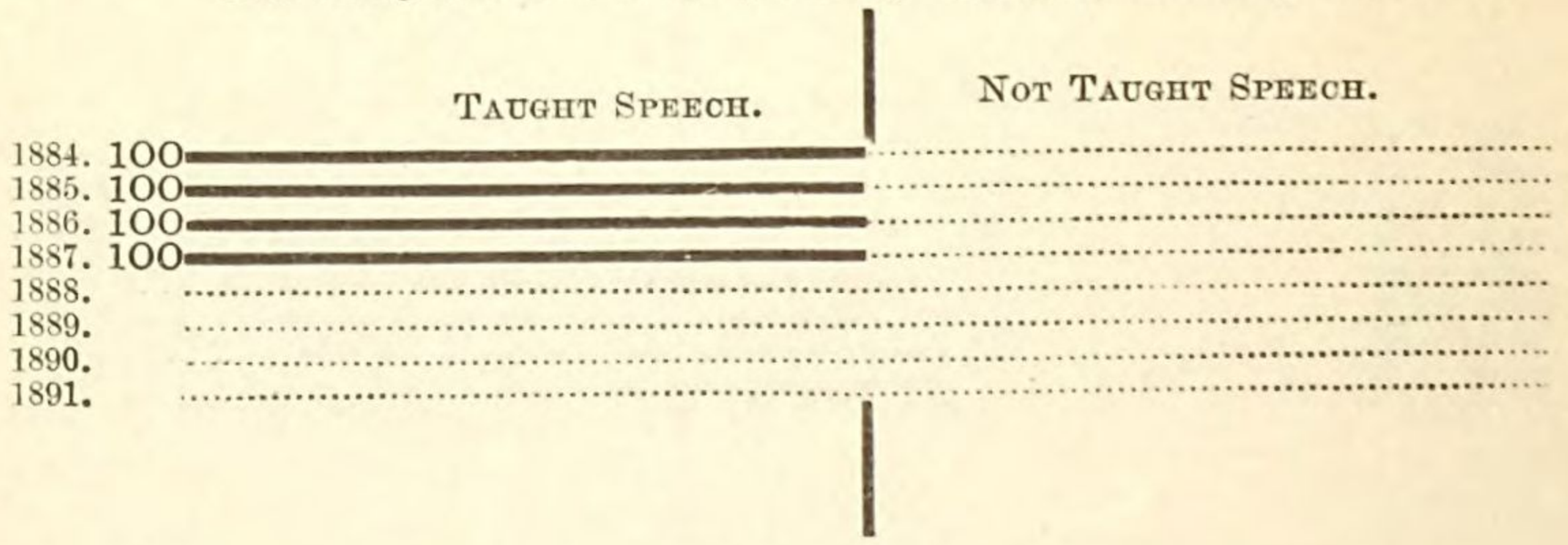
PENNSYLVANIA.

Pennsylvania Oral School for the Deaf, Scranton, Penn.



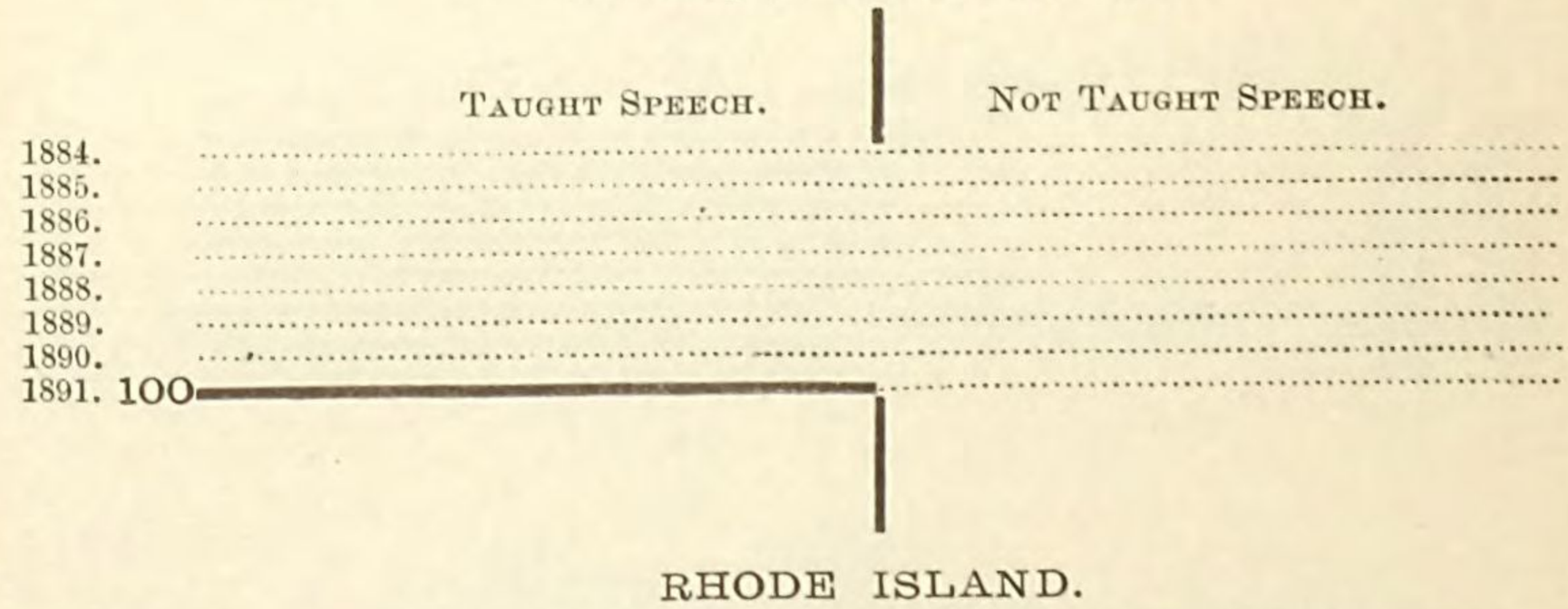
PENNSYLVANIA.

Miss Mary Garrett's School for Deaf Children, Philadelphia, Penn.



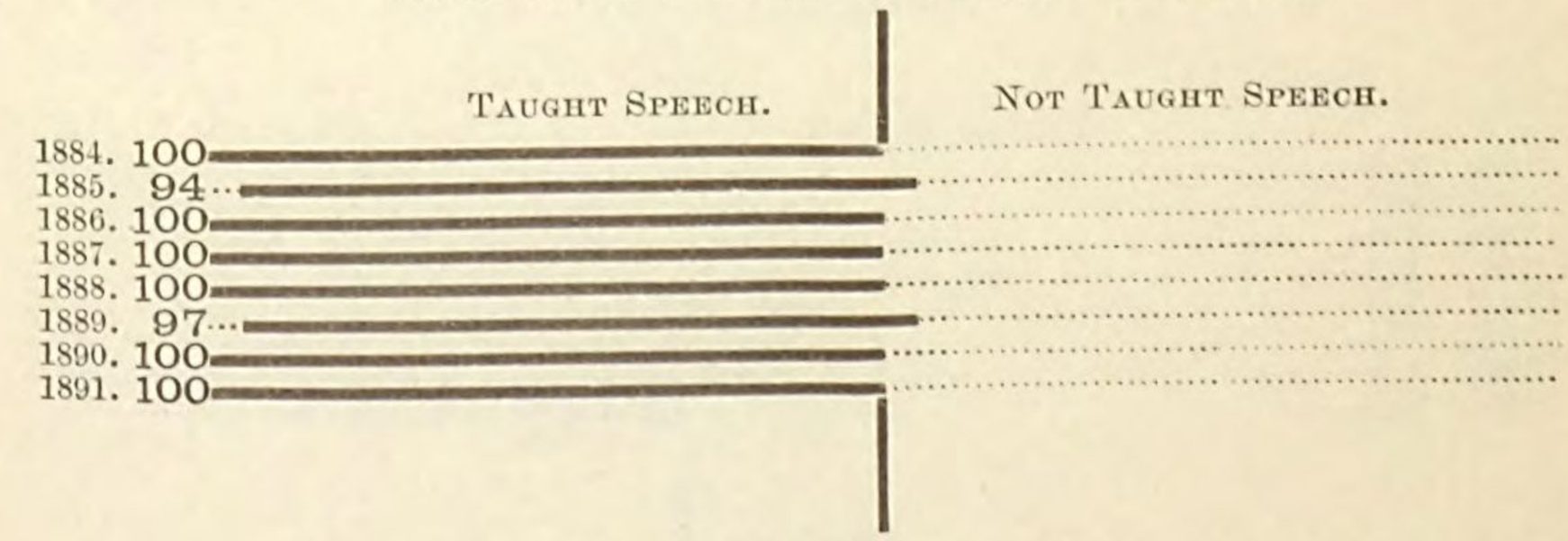
PENNSYLVANIA.

Home for the Training in Speech of Deaf Children before they are of School Age, Philadelphia, Penn.



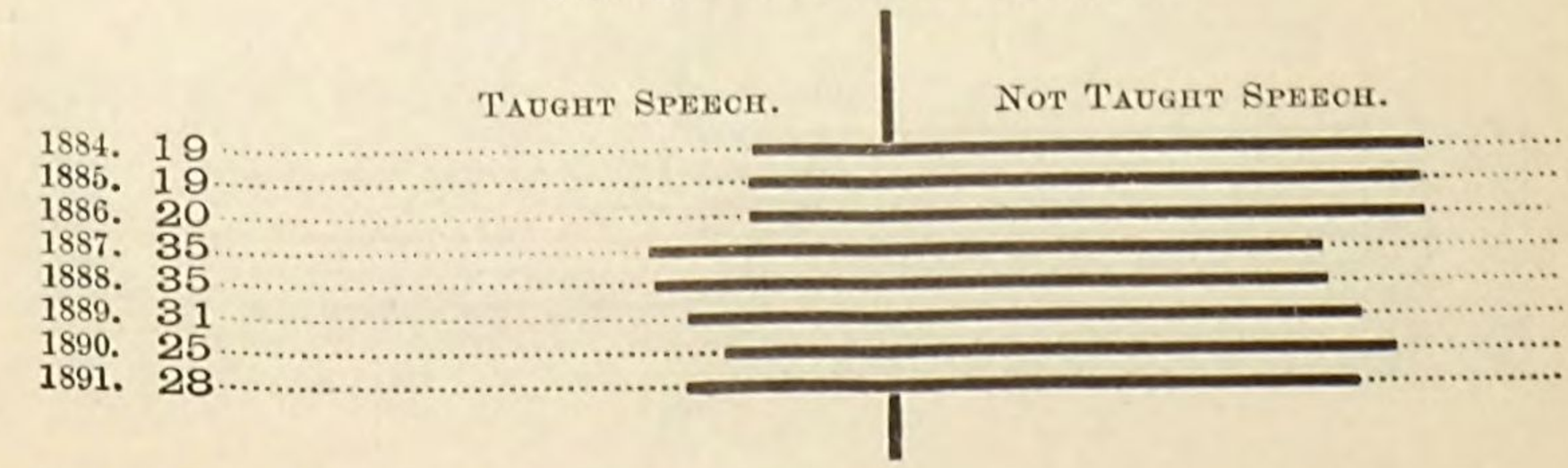
RHODE ISLAND.

Rhode Island School for the Deaf, Providence, R.I.



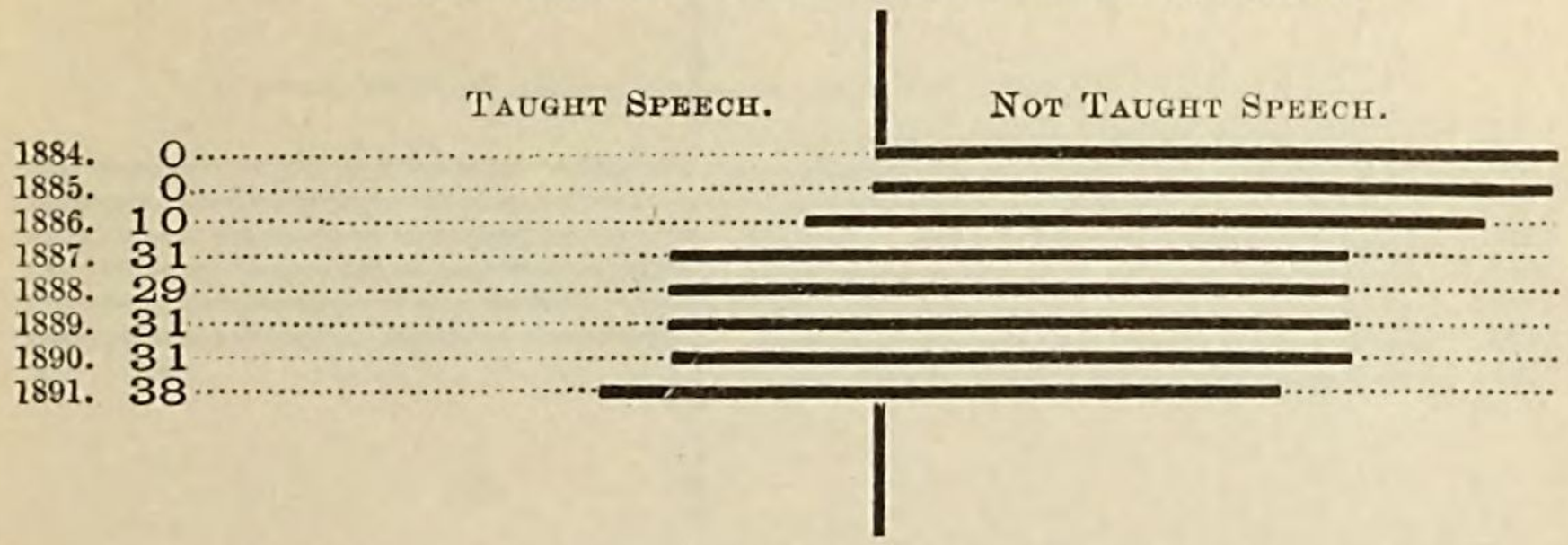
SOUTH CAROLINA.

South Carolina Institution for the Education of the Deaf and Dumb and the Blind, Cedar Spring, S.C.



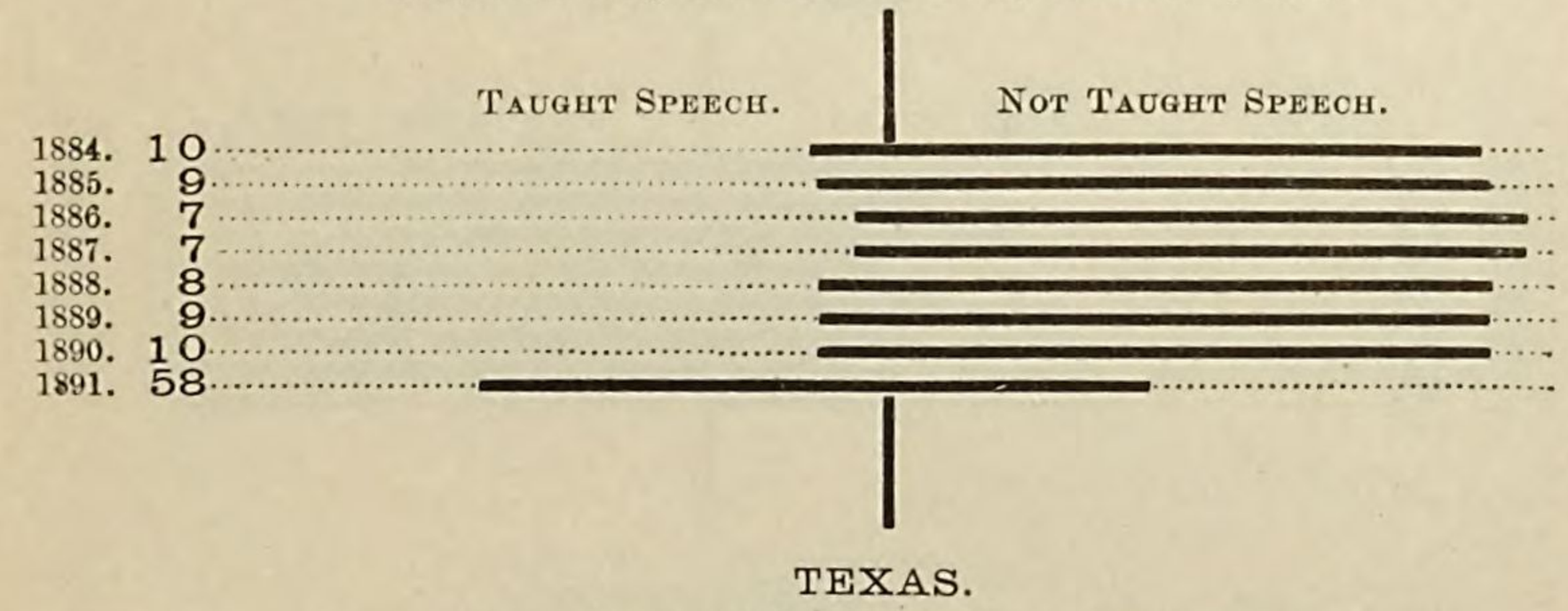
SOUTH DAKOTA.

Dakota School for Deaf-Mutes, Sioux Falls, So. Dak.



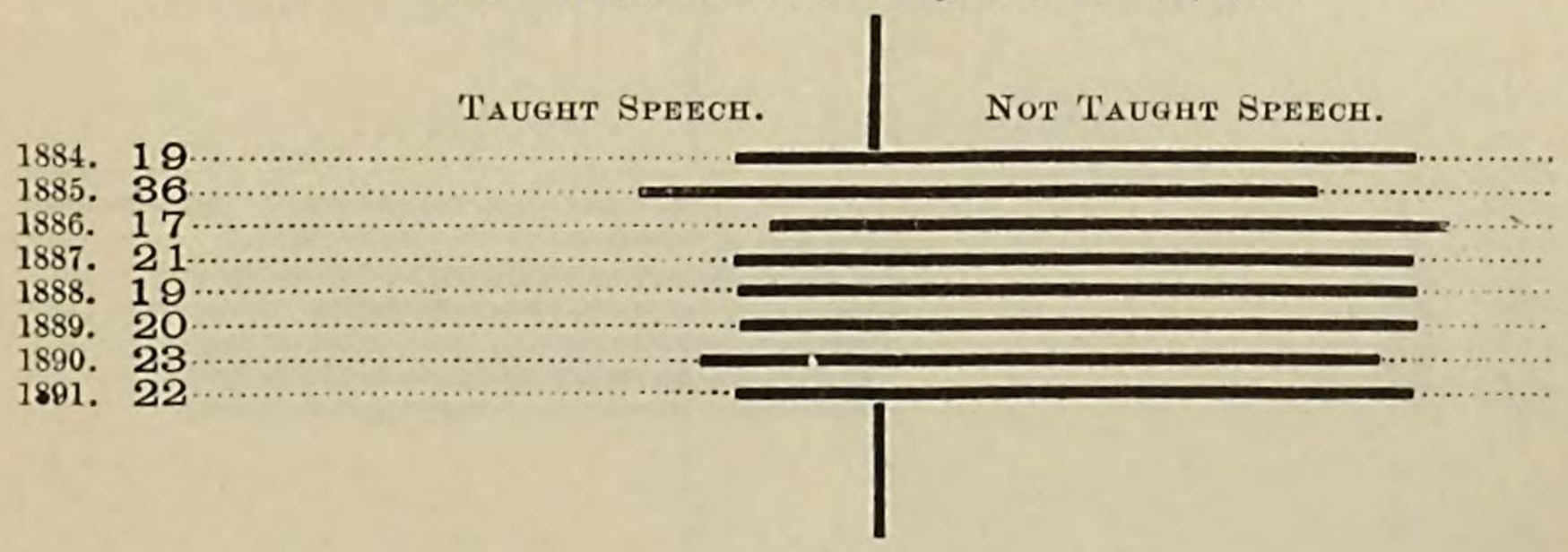
TENNESSEE.

Tennessee Deaf and Dumb School, Knoxville, Tenn.



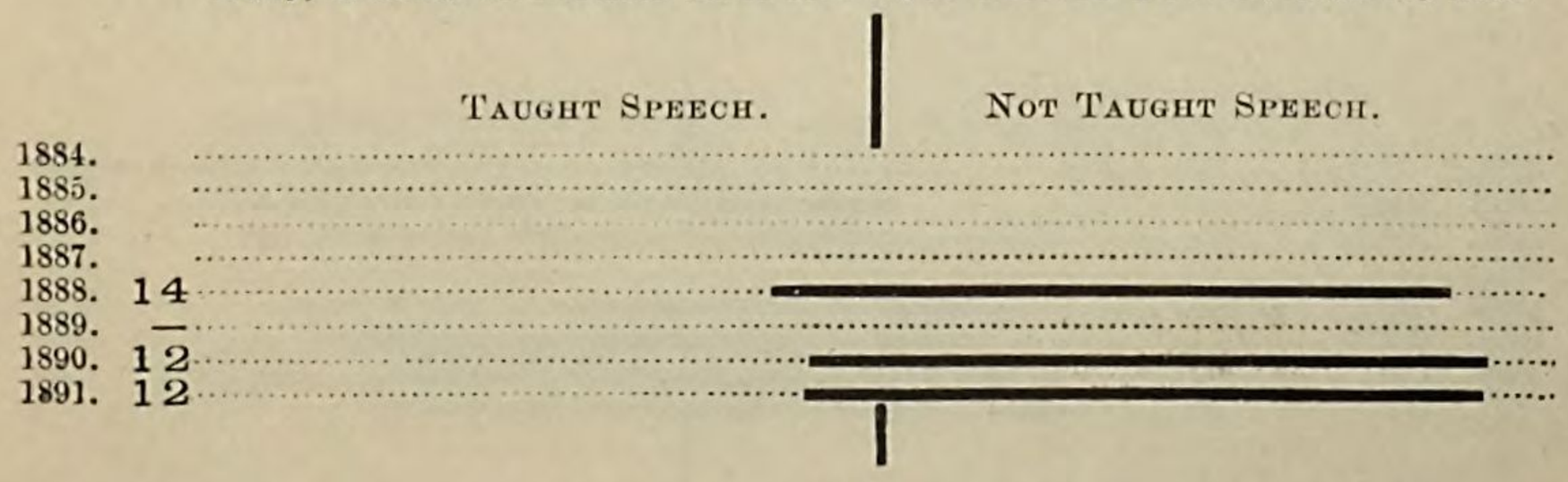
TEXAS.

Texas Deaf and Dumb Asylum, Austin, Tex.



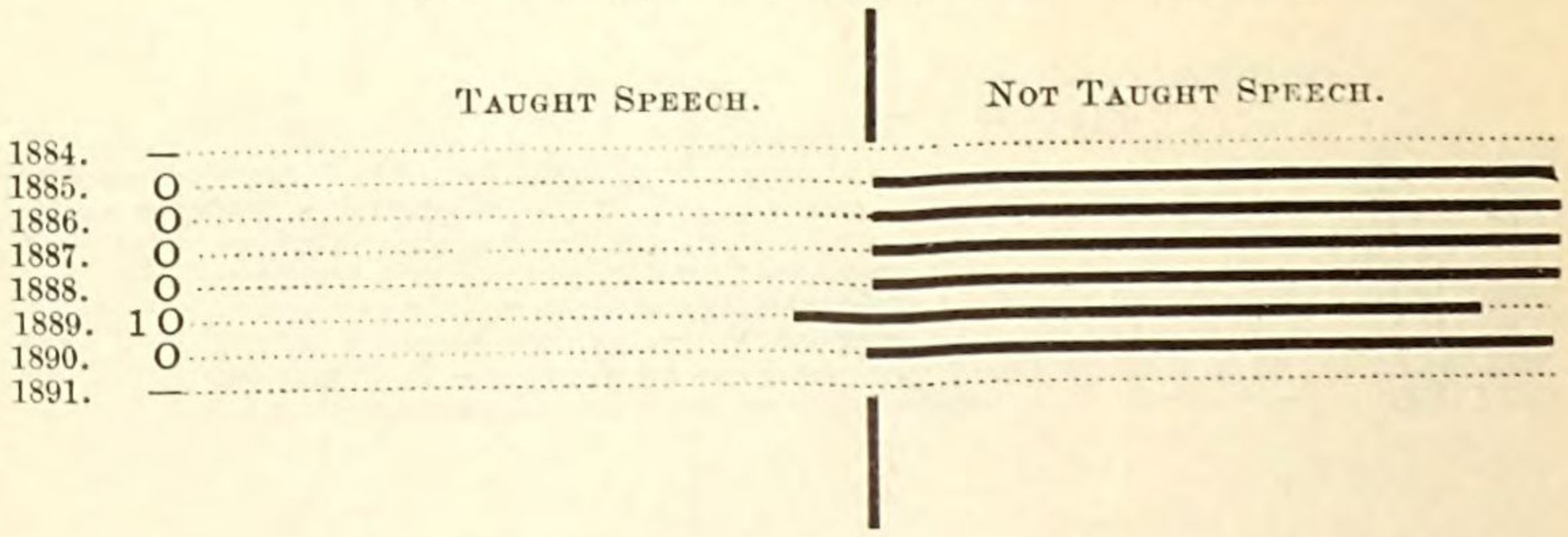
TEXAS.

Deaf, Dumb, and Blind Institution for Colored Youths, Austin, Tex.



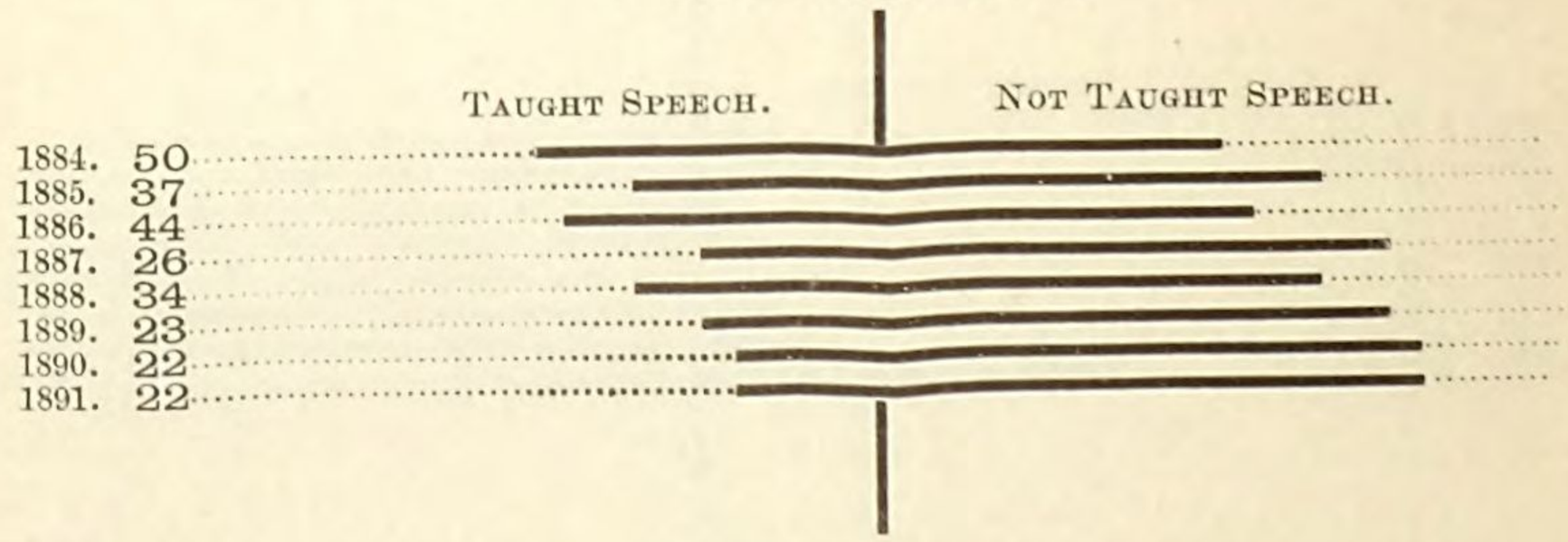
UTAH.

Utah School for the Deaf, Salt Lake City, Utah.



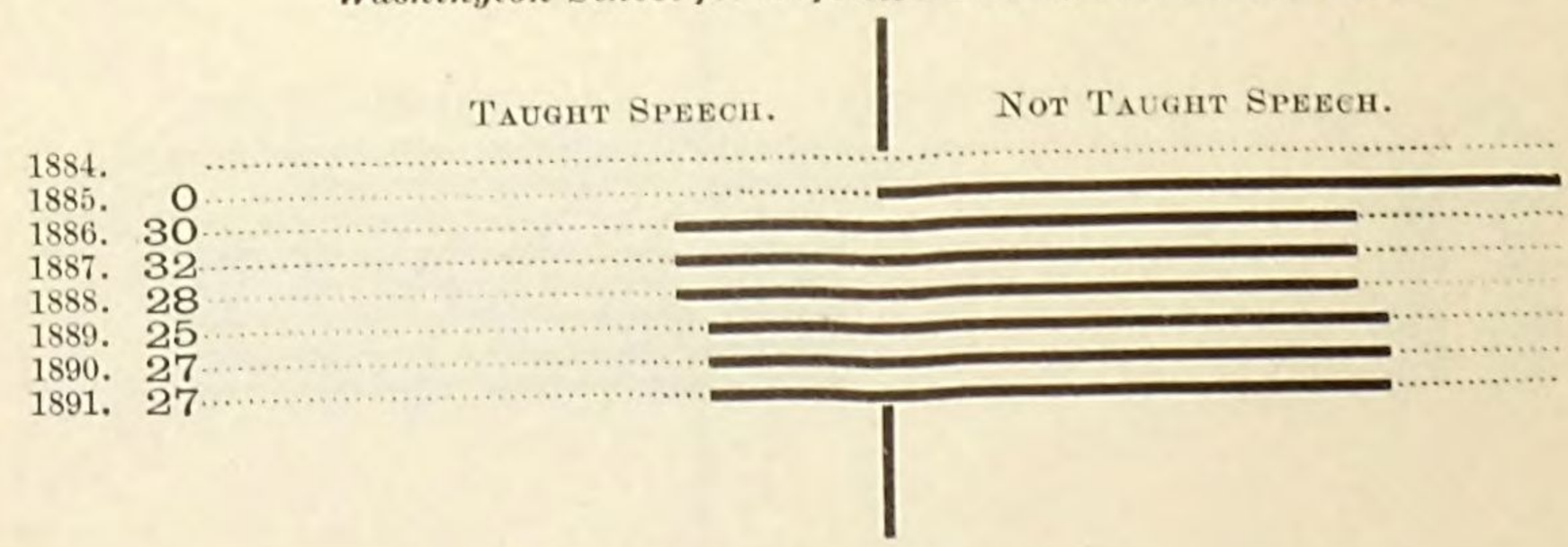
VIRGINIA.

Virginia Institution for the Education of the Deaf and Dumb and of the Blind, Staunton, Va.



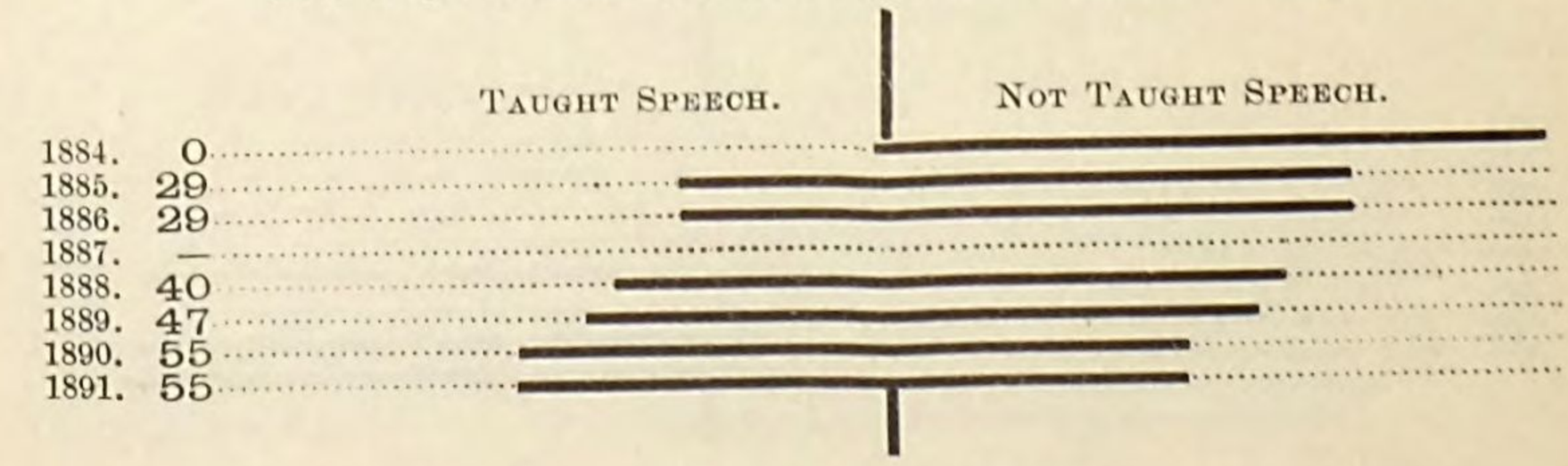
WASHINGTON.

Washington School for Defective Youth, Vancouver, Wash.



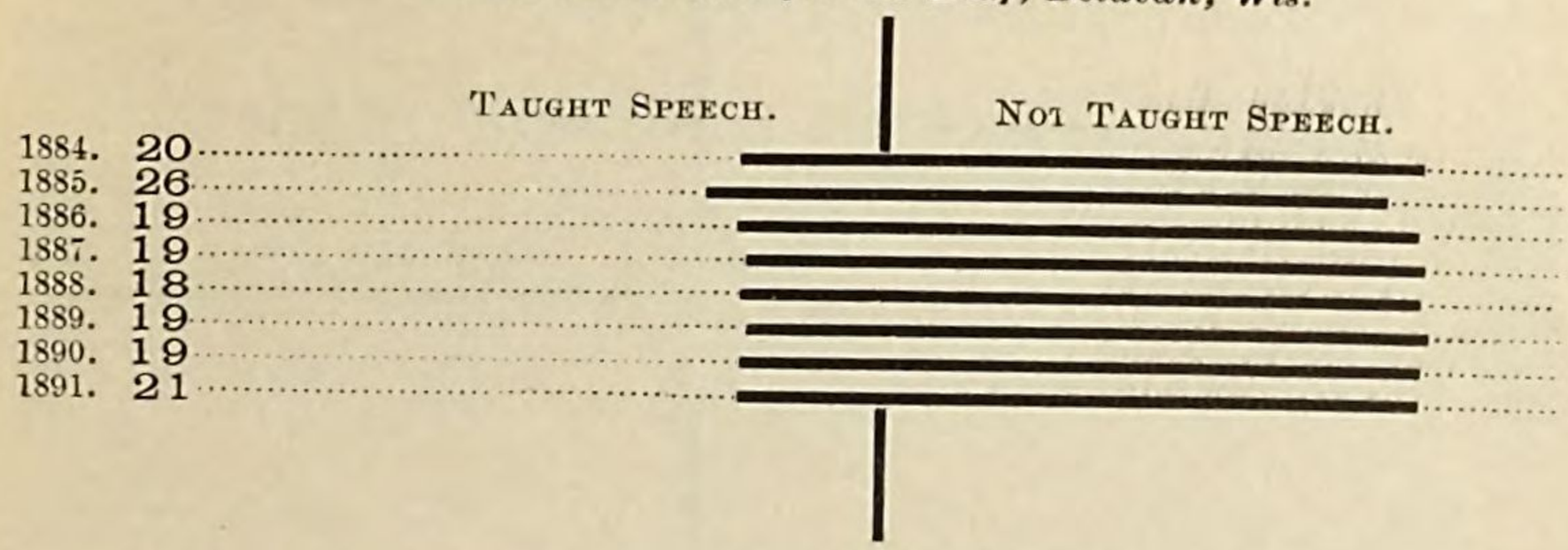
WEST VIRGINIA.

West Virginia School for the Deaf and the Blind, Romney, W. Va.



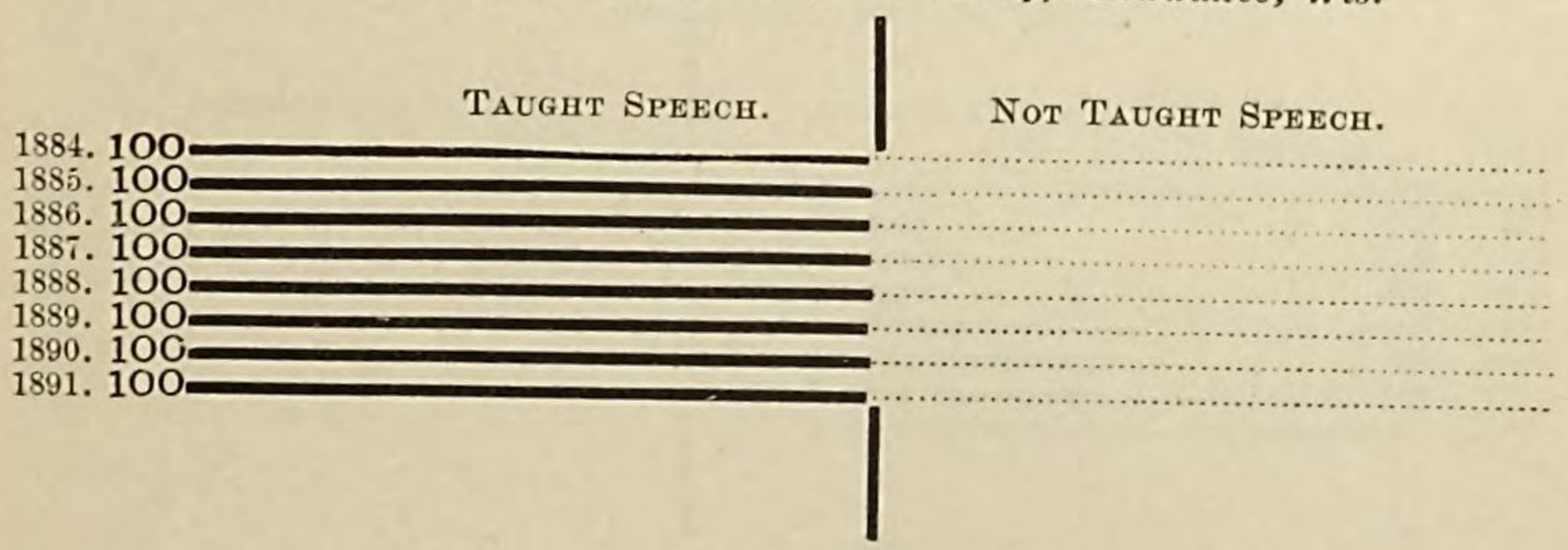
WISCONSIN.

Wisconsin School for the Deaf, Delavan, Wis.



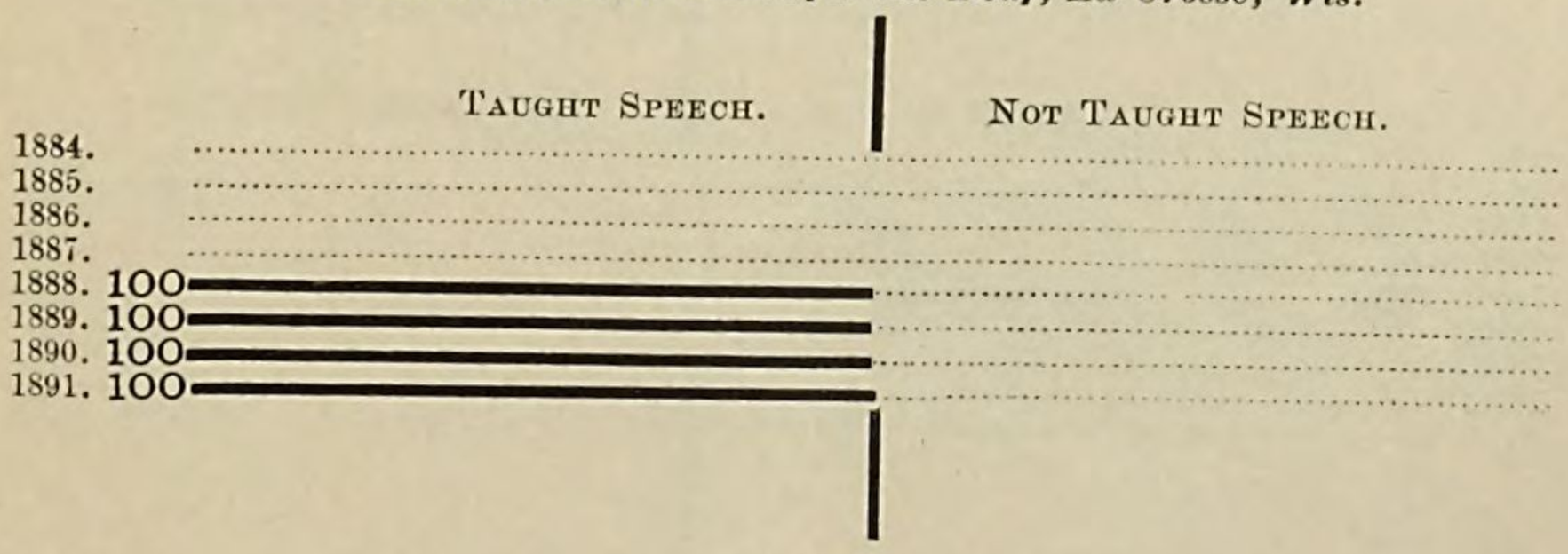
WISCONSIN.

Milwaukee Day School for the Deaf, Milwaukee, Wis.



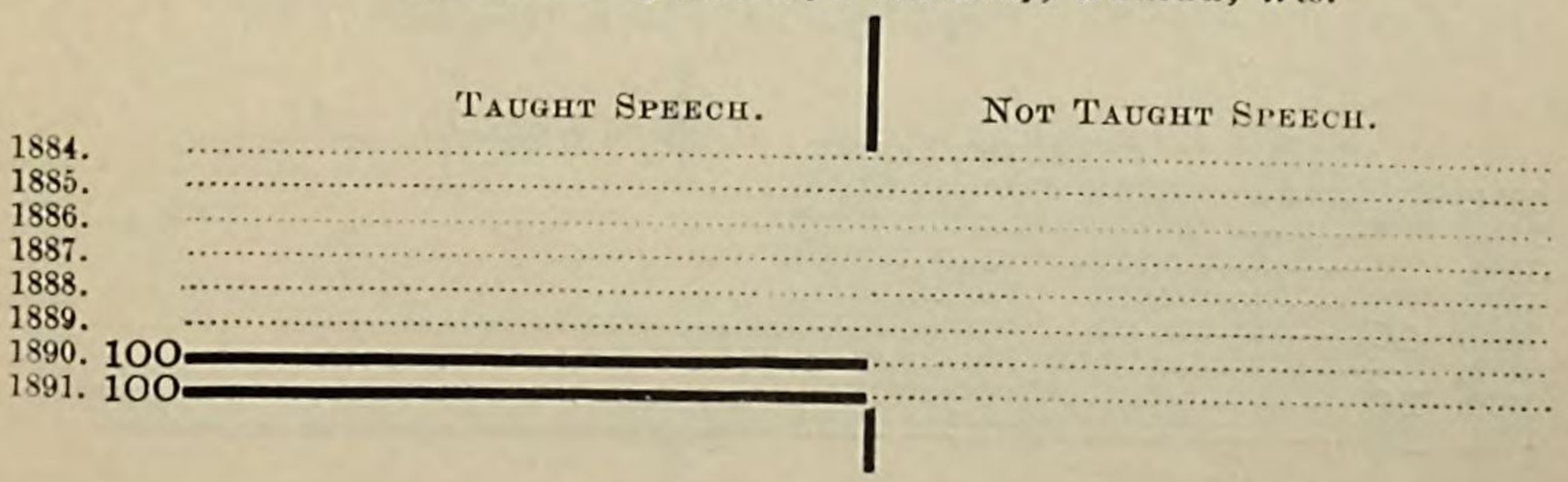
WISCONSIN.

La Crosse Oral School for the Deaf, La Crosse, Wis.



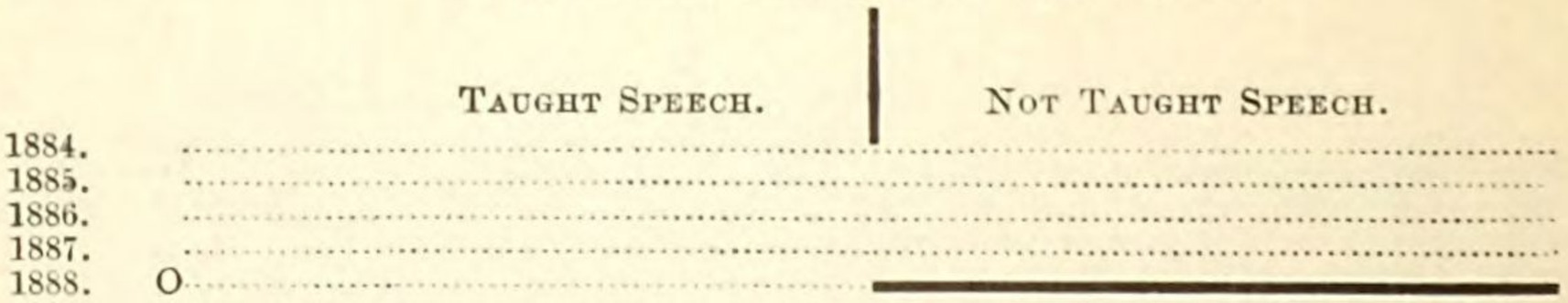
WISCONSIN.

Wausau Day School for the Deaf, Wausau, Wis.



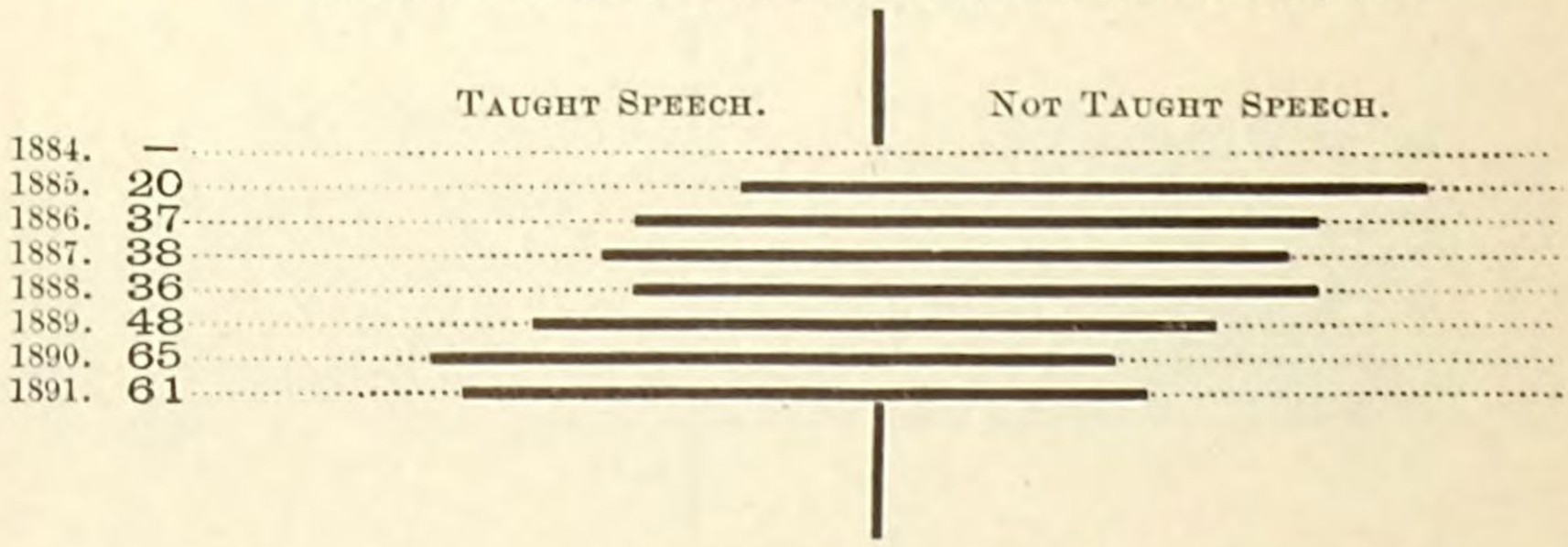
WISCONSIN.

Frentz School for the Deaf, Oshkosh, Wis.



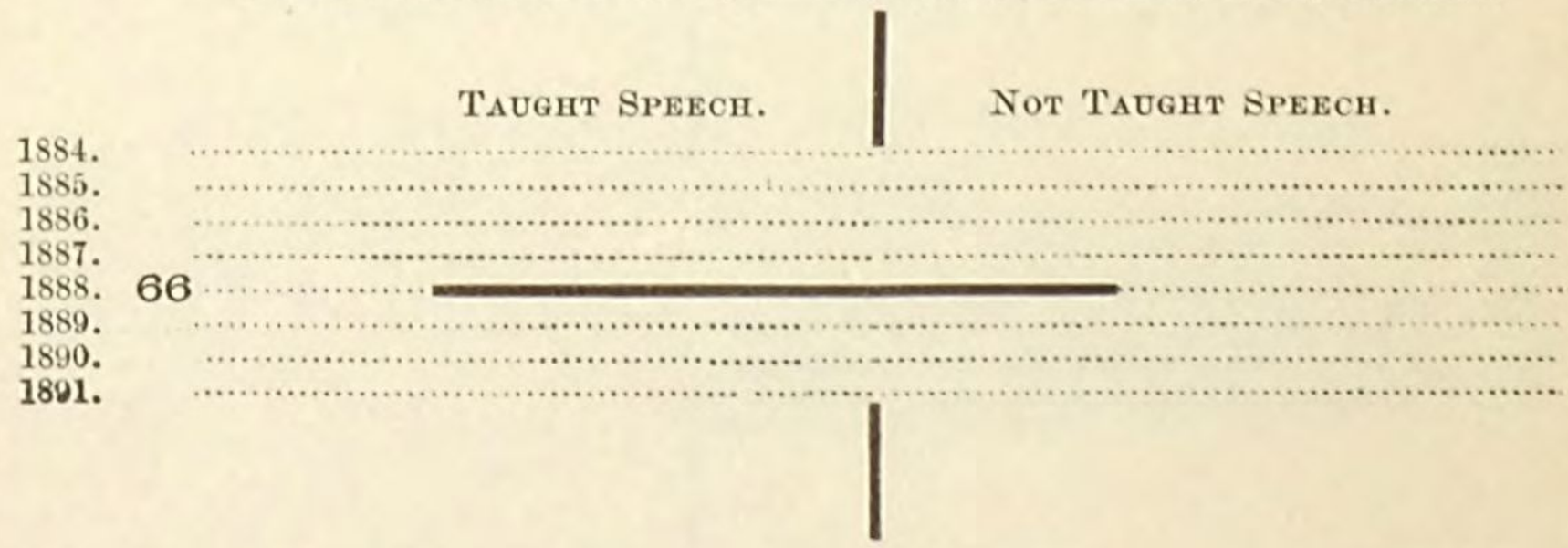
WISCONSIN.

St. John's Catholic Deaf-Mute Institute, St. Francis, Wis.



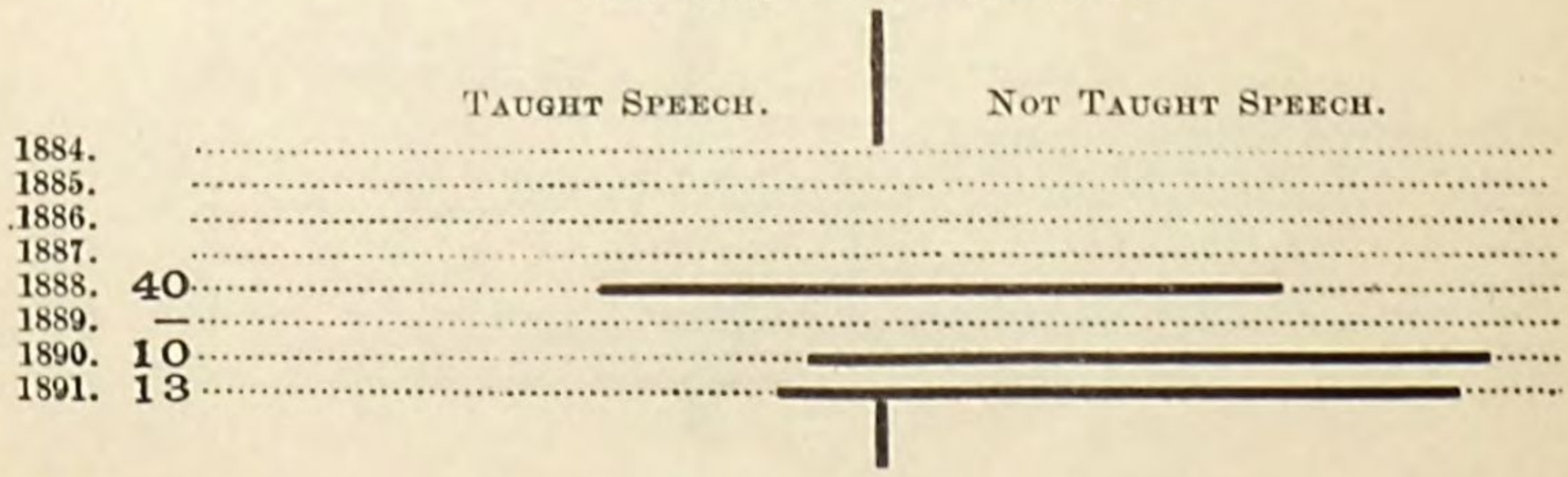
BRITISH COLUMBIA.

British Columbia School for Deaf-Mutes, Victoria, B.C., Canada.



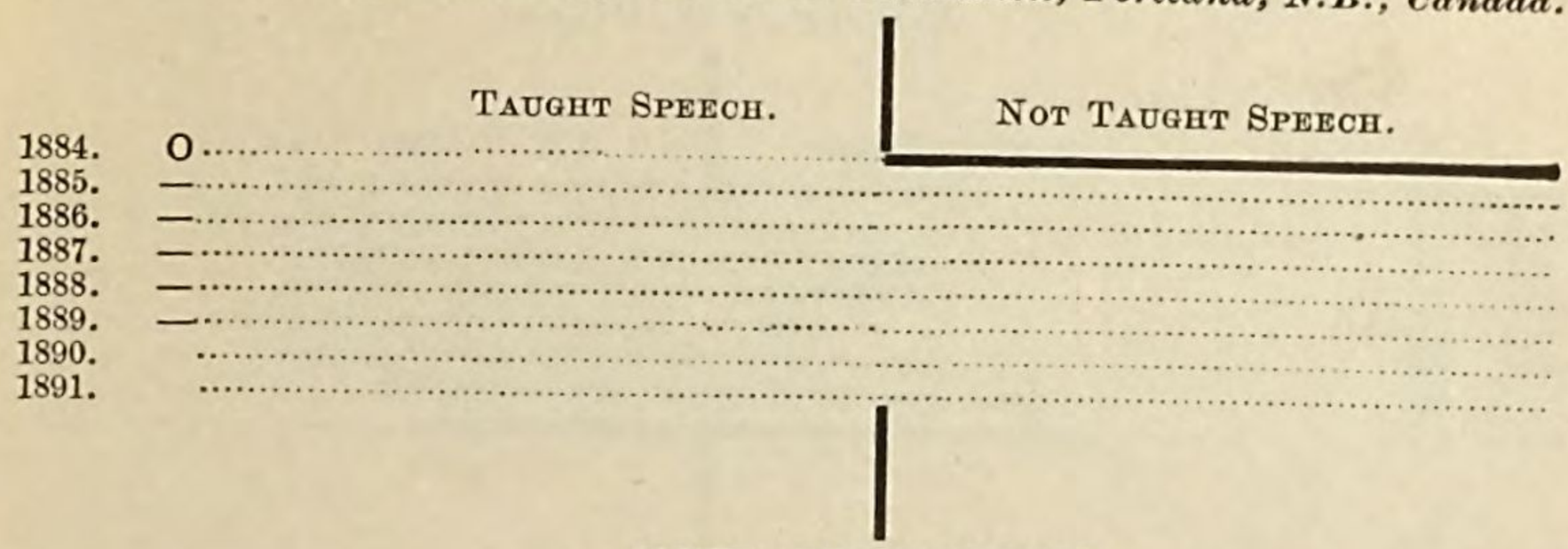
MANITOBA.

Manitoba Institution for the Education of the Deaf, Winnipeg, Manitoba, Canada.



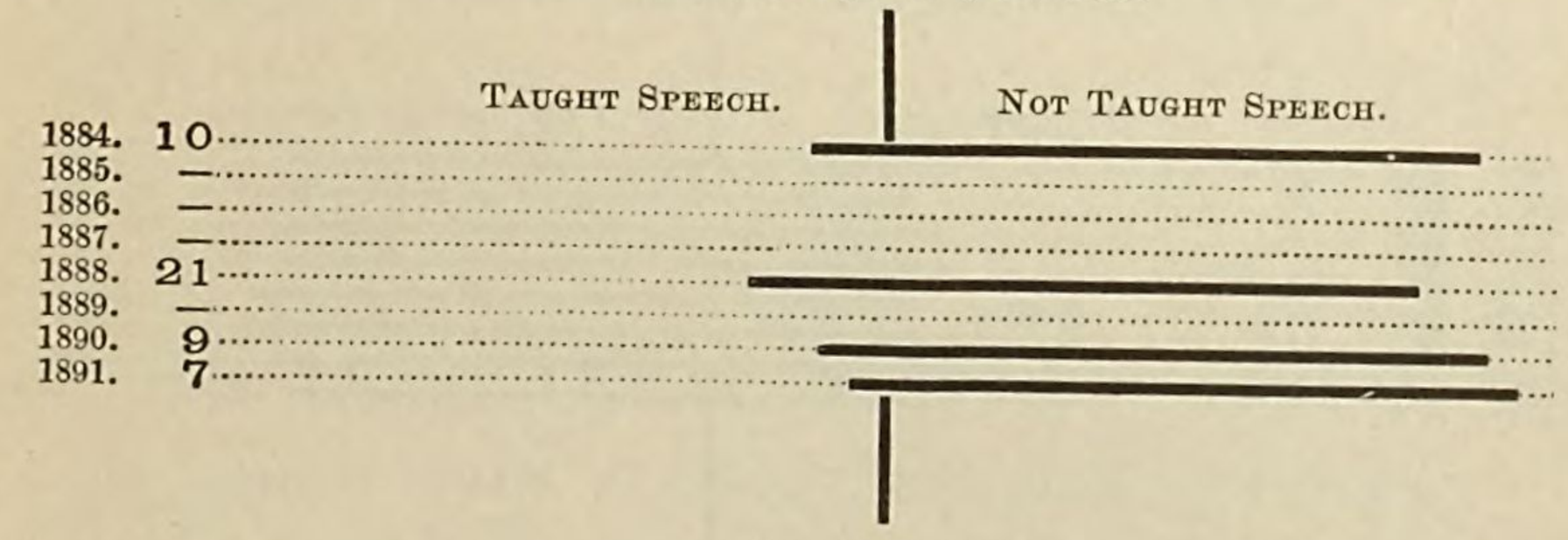
NEW BRUNSWICK.

New Brunswick Deaf and Dumb Institution, Portland, N.B., Canada.



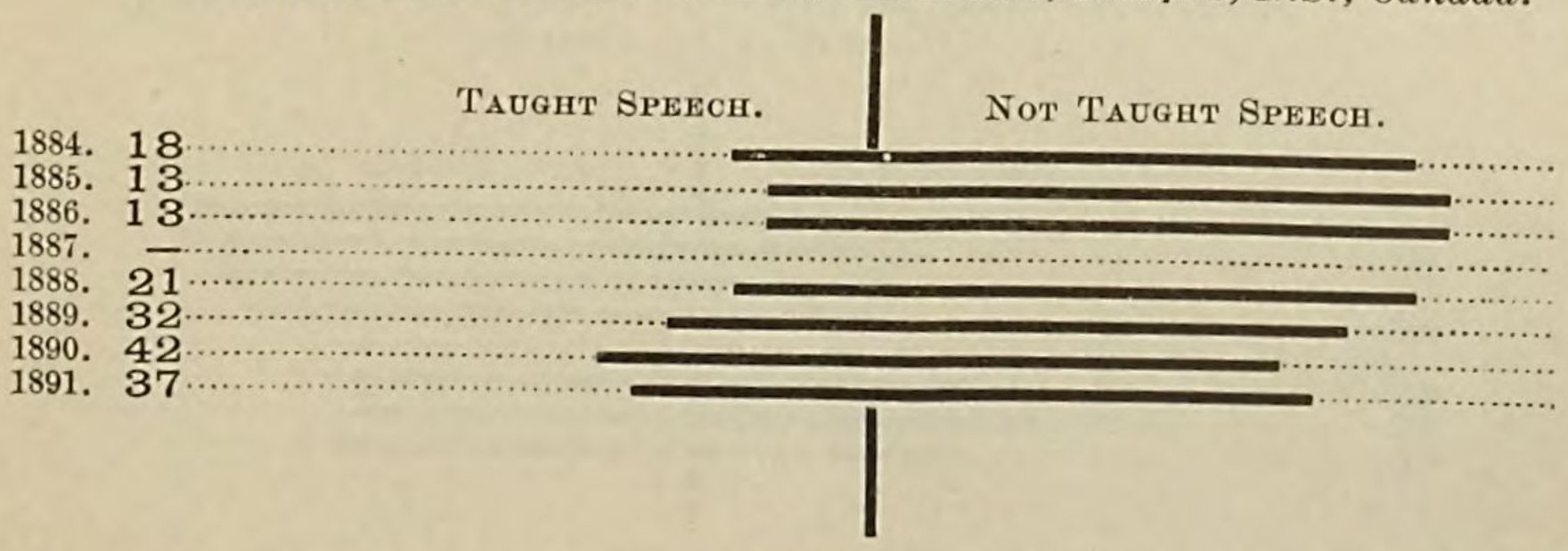
NEW BRUNSWICK.

Fredericton Institution for the Education of the Deaf and Dumb, Fredericton, N.B., Canada.



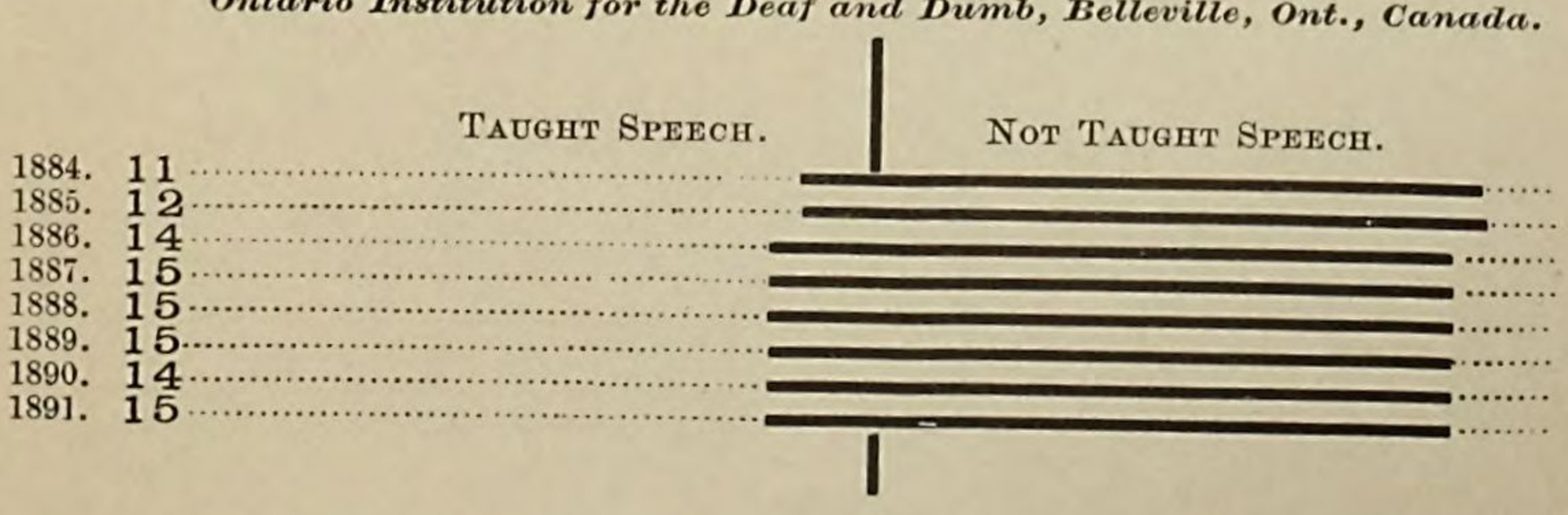
NOVA SCOTIA.

Halifax Institution for the Deaf and Dumb, Halifax, N.S., Canada.



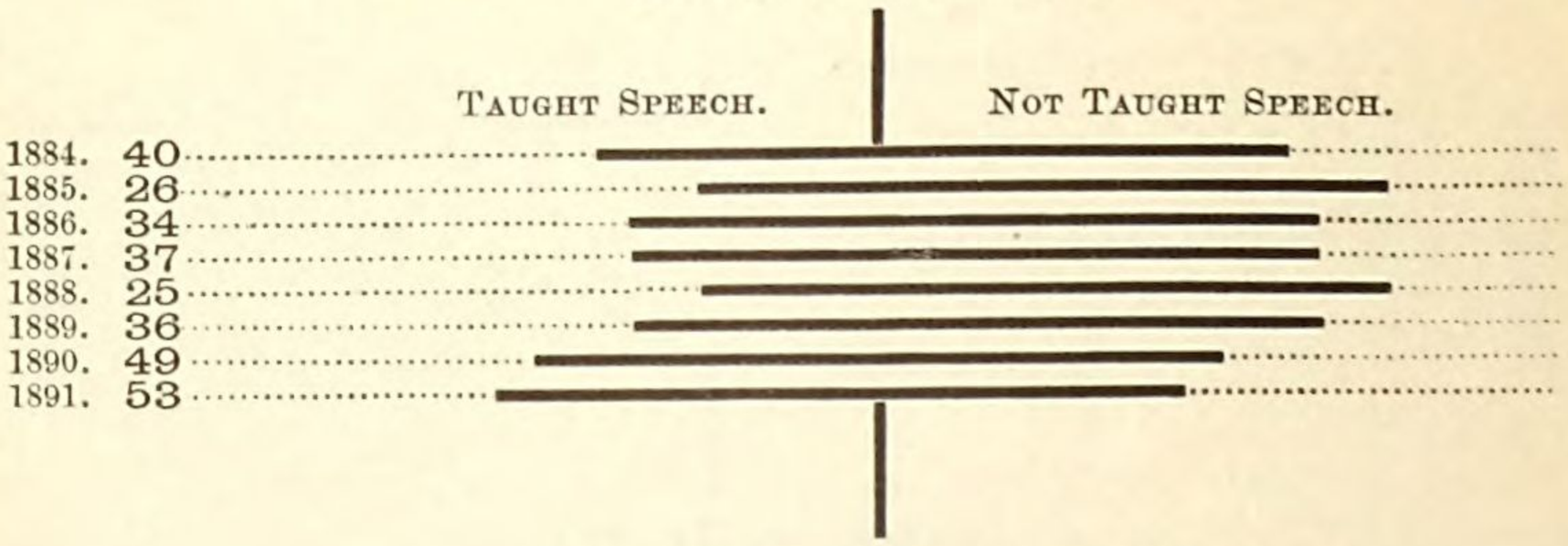
ONTARIO.

Ontario Institution for the Deaf and Dumb, Belleville, Ont., Canada.



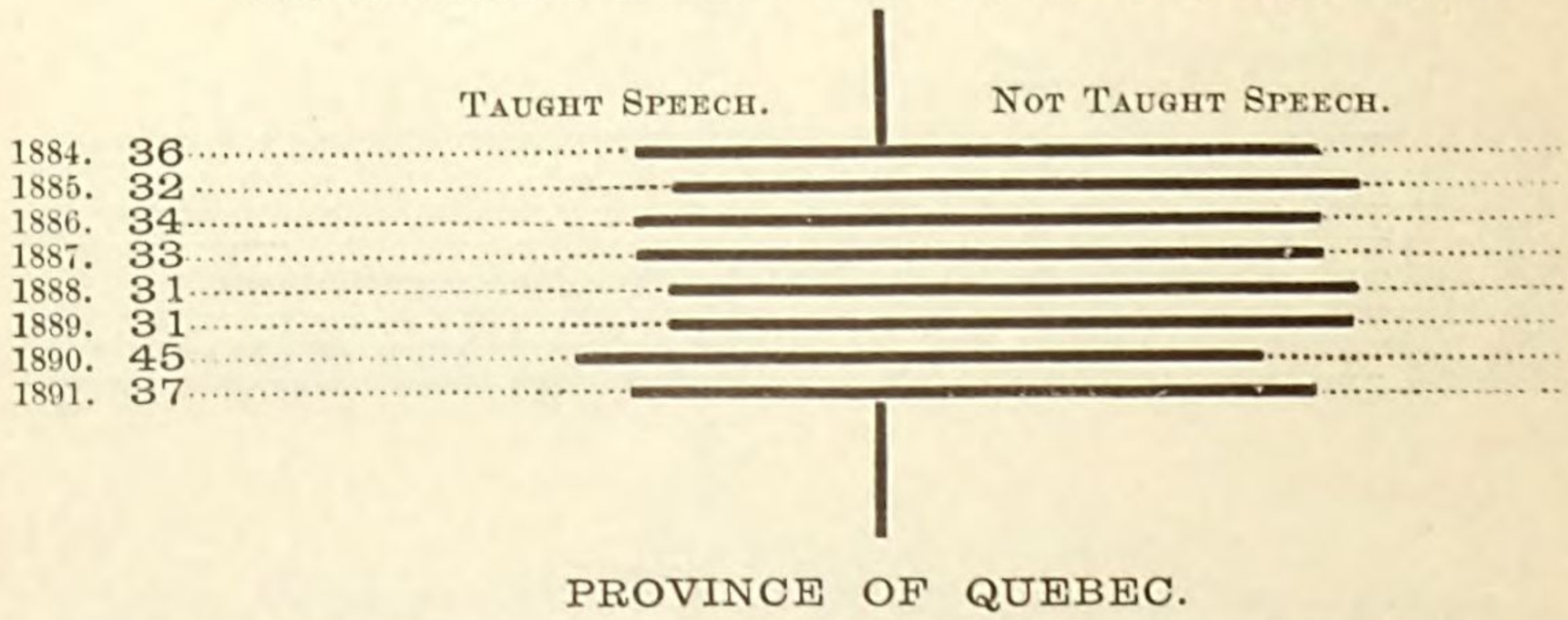
PROVINCE OF QUEBEC.

Catholic Male Deaf and Dumb Institution for the Province of Quebec, Montreal, P.Q., Canada.



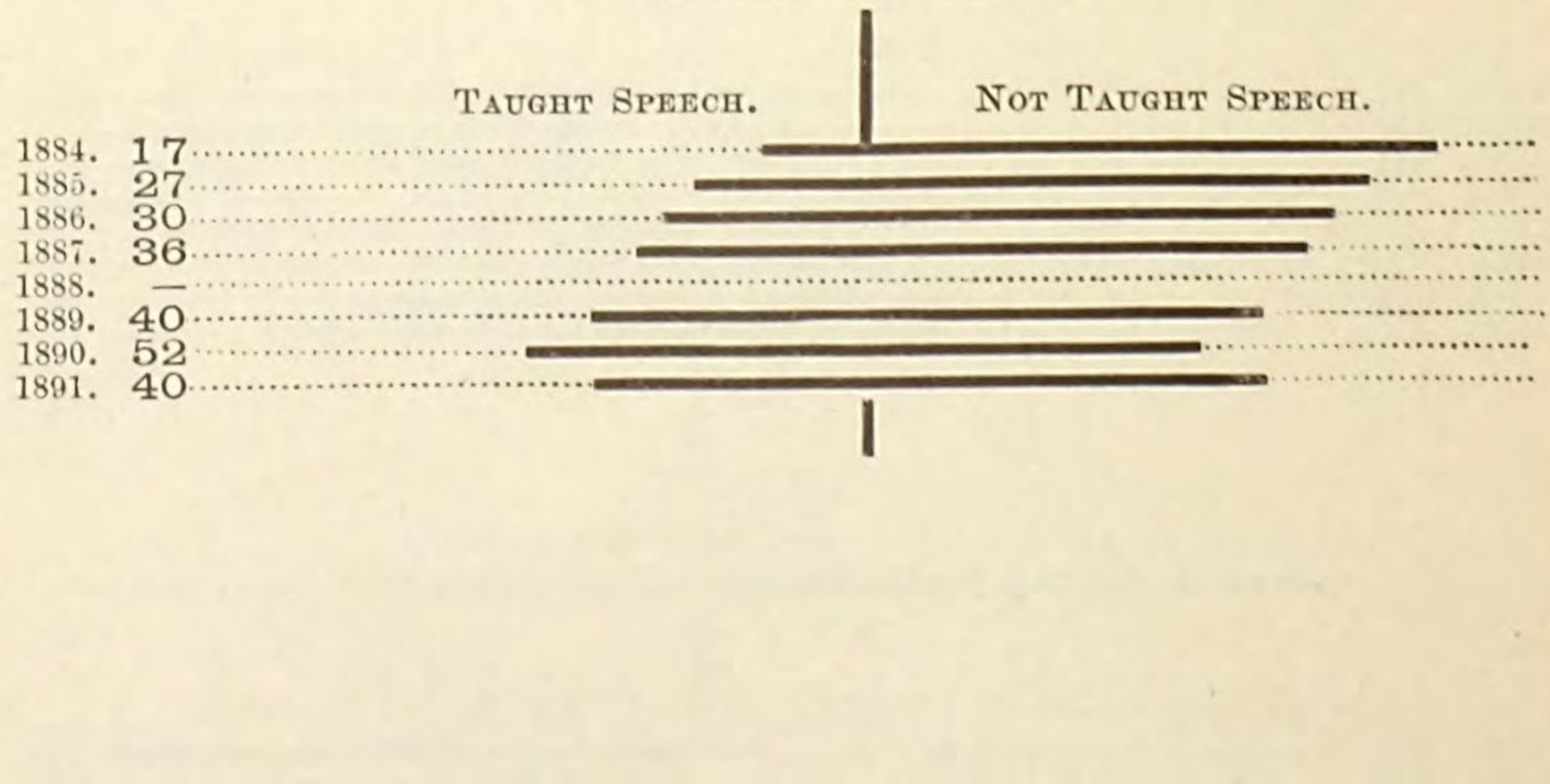
PROVINCE OF QUEBEC.

Catholic Female Deaf-Mute Institution, Montreal, P.Q., Canada.



PROVINCE OF QUEBEC.

Mackay Institution for Protestant Deaf-Mutes and the Blind, Montreal, P.Q., Canada.



THE FOLLOWING TABLES SHOW THE FIGURES UPON WHICH THE FOREGOING PERCENTAGES HAVE BEEN BASED.

ALABAMA.

Alabama Institute for the Deaf,

TALLADEGA, ALA.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	53	0	5	–
1885	65	13	6	–
1886	74	15	6	1
1887	60	10	6	1
1888	66	–	7	2
1889	90	20	8	2
1890	104	24	8	2
1891	103	22	6	2

ARKANSAS.

Arkansas Deaf-Mute Institute,

LITTLE ROCK, ARK.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	73	23	6	–
1885	91	64	6	–
1886	112	37	7	1
1887	122	34	8	1
1888	132	32	8	1
1889	131	30	9	1
1890	140	28	9	1
1891	152	34	10	1

CALIFORNIA.

California Institution for the Education of the Deaf and Dumb and the Blind,

BERKELEY, CAL.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	135	35	9	–
1885	138	38	9	–
1886	137	40	10	1
1887	143	36	9	1
1888	147	40	11	2
1889	145	46	11	2
1890	158	68	11	2
1891	158	68	11	2

COLORADO.

Colorado School for the Deaf and the Blind,

COLORADO SPRINGS, COL.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	43	12	4	–
1885	45	9	4	–
1886	44	15	5	–
1887	48	15	6	1
1888	68	15	7	1
1889	72	16	8	1
1890	83	30	8	2
1891	91	50	6	1

CONNECTICUT.

American Asylum for the Education and Instruction of the Deaf and Dumb,

HARTFORD, CONN.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	211	45	15	–
1885	204	48	16	–
1886	185	60	17	2
1887	180	85	15	3
1888	157	82	15	4
1889	160	91	16	4
1890	154	94	15	3
1891	171	121	16	4

CONNECTICUT.

Whipple's Home School for the Deaf,

MYSTIC, CONN.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	12	12	2	–
1885	12	12	2	–
1886	17	17	4	4
1887	20	20	4	4
1888	18	18	4	4
1889	25	25	3	3
1890	23	23	3	3
1891	28	28	4	4

DISTRICT OF COLUMBIA.

Kendall School for the Deaf,

(Primary Department of the Columbia Institution for the Deaf and Dumb)

WASHINGTON, D.C.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	65	43	6	–
1885	73	48	6	–
1886	69	45	5	2
1887	82	45	6	1
1888	70	40	6	2
1889	67	34	6	1
1890	58	34	6	1
1891	67	34	7	2

DISTRICT OF COLUMBIA.

National Deaf-Mute College,

(Collegiate Department of the Columbia Institution for the Deaf and Dumb)

WASHINGTON, D.C.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	54	0	9	–
1885	48	0	9	–
1886	59	0	9	0
1887	60	0	9	0
1888	68	0	9	0
1889	65	0	9	0
1890	71	0	9	0
1891	66	63	19	10

DISTRICT OF COLUMBIA.

Mr. Bell's Private School for Deaf Children,

WASHINGTON, D.C.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	5	5	2	–
1885	6	6	3	–
1886				
1887				
1888				
1889				
1890				
1891				

FLORIDA.

The Florida Blind and Deaf-Mute Institute,

ST. AUGUSTINE, FLA.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	–	–	–	–
1885	8	5	2	–
1886	8	5	2	-
1887	13	6	2	1
1888	16	11	3	2
1889	16	11	3	2
1890	18	10	2	1
1891	39	34	4	2

GEORGIA.

Georgia Institution for the Education of the Deaf and Dumb,

CAVE SPRING, GA.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	103	10	6	–
1885	90	7	7	–
1886	98	10	7	0
1887	90	–	7	0
1888	88	4	7	0
1889	103	3	7	0
1890	103	3	7	0
1891	103	–	8	1

ILLINOIS.

Illinois Institution for the Education of the Deaf and Dumb,

JACKSONVILLE, ILL.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	580	150	31	–
1885	584	150	31	–
1886	563	150	31	5
1887	564	170	32	5
1888	588	170	32	5
1889	560	217	33	6
1890	572	225	34	6
1891	595	275	35	8

ILLINOIS.

Chicago Deaf-Mute Day Schools,

CHICAGO, ILL.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	57	–	6	–
1885	45	10	6	–
1886	47	11	6	1
1887	48	12	6	2
1888	48	12	6	2
1889	48	12	6	2
1890	35	12	6	1
1891	35	12	6	1

ILLINOIS.

The McCowen Oral School for Young Deaf Children,

ENGLEWOOD (CHICAGO), ILL.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	20	20	3	–
1885	23	23	5	–
1886	30	30	7	7
1887	27	27	6	5
1888	25	25	5	5
1889	25	25	5	5
1890	25	24	6	5
1891	32	31	8	8

ILLINOIS.

Ephpheta School for the Deaf,

CHICAGO, ILL.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884				
1885				
1886				
1887	–	–	–	–
1888	47	23	4	1
1889	46	30	4	3
1890	58	58	4	3
1891	75	70	6	4

INDIANA.

Indiana Institution for the Education of the Deaf and Dumb,

INDIANAPOLIS, IND.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	374	45	18	–
1885	374	60	18	–
1886	372	58	20	1
1887	352	60	20	1
1888	347	40	19	1
1889	348	80	19	2
1890	355	84	17	1
1891	342	68	21	1

INDIANA.

Evansville Public School for the Deaf,

EVANSVILLE, IND.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884				
1885				
1886	23	4	2	0
1887	25	0	2	0
1888	25	0	2	0
1889	24	0	2	0
1890	30	0	2	0
1891	28	–	2	0

IOWA.

Iowa Institution for the Education of the Deaf and Dumb,

COUNCIL BLUFFS, IOWA.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	290	–	19	–
1885	285	70	15	–
1886	292	42	15	–
1887	309	44	18	1
1888	309	44	18	1
1889	331	10	18	1
1890	309	25	18	2
1891	309	25	18	2

IOWA.

Eastern Iowa School for the Deaf,

DUBUQUE, IOWA.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884				
1885				
1886				
1887				
1888				
1889	16	0	1	0
1890	15	0	1	0
1891	5	0	1	0

KANSAS.

Kansas Institution for the Education of the Deaf and Dumb,

OLATHE, KAN.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	191	32	11	–
1885	225	50	14	–
1886	239	60	14	1
1887	235	70	17	2
1888	253	49	17	1
1889	266	55	17	1
1890	264	40	18	1
1891	270	54	18	1

KENTUCKY.

Kentucky Institute for Deaf-Mutes, DANVILLE, KY.				
DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	152	17	11	–
1885	161	16	12	–
1886	190	18	12	1
1887	194	20	13	1
1888	179	12	13	1
1889	201	22	14	1
1890	218	23	14	1
1891	237	81	16	2

LOUISIANA.

Louisiana School for the Deaf, BATON ROUGE, LA.				
DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	43	–	4	–
1885	–	–	–	–
1886	–	–	–	–
1887	–	–	–	–
1888	–	–	–	–
1889	–	–	–	–
1890	79	14	5	1
1891	127	29	5	1

LOUISIANA.

New Orleans Public School for Deaf-Mutes, NEW ORLEANS, LA.				
DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884				
1885				
1886	16	0	1	0
1887	9	0	1	0
1888	10	0	1	0
1889	8	0	1	0
1890	8	0	1	0
1891				

LOUISIANA.

Catholic Institution for the Deaf and Dumb, CHINCHUBA, MANDEVILLE, LA.				
DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884				
1885				
1886				
1887				
1888				
1889				
1890				
1891	8	0	6	0

MAINE.

Portland School for the Deaf, PORTLAND, ME.				
DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	45	45	5	–
1885	46	46	5	–
1886	53	53	6	6
1887	53	53	6	6
1888	53	53	6	6
1889	50	50	6	6
1890	50	50	6	6
1891	51	51	6	6

MARYLAND.

Maryland School for the Deaf, FREDERICK, MD.				
DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	112	71	10	–
1885	110	70	10	–
1886	112	65	10	2
1887	114	67	10	2
1888	114	66	10	2
1889	105	55	10	2
1890	106	54	10	2
1891	107	54	10	2

MARYLAND.

Maryland School for Colored Blind and Deaf, BALTIMORE, MD.				
DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	20	–	2	–
1885	19	–	2	–
1886	17	9	3	–
1887	–	–	–	–
1888	24	17	3	1
1889	23	0	2	0
1890	22	0	6	0
1891	18	–	4	0

MARYLAND.

Mr. Knapp's Institute, BALTIMORE, MD.				
DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	–	–	–	–
1885	–	–	–	–
1886	–	–	–	–
1887	–	–	–	–
1888	28	28	4	4
1889	28	28	4	4
1890	–	–	–	–
1891	–	–	–	–

MASSACHUSETTS.

Clarke Institution for Deaf-Mutes,

NORTHAMPTON, MASS.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	111	111	13	–
1885	106	106	13	–
1886	104	104	13	13
1887	108	108	14	14
1888	117	117	14	14
1889	123	123	14	14
1890	121	121	14	14
1891	128	128	14	14

MASSACHUSETTS.

Horace Mann School,

BOSTON, MASS.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	92	92	9	–
1885	91	91	9	–
1886	87	87	9	9
1887	87	87	9	9
1888	89	89	9	9
1889	97	97	10	10
1890	97	97	10	10
1891	103	103	11	11

MASSACHUSETTS.

New England Industrial School for Deaf-Mutes,

BEVERLY, MASS.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	20	9	2	–
1885	21	13	2	–
1886	22	13	3	1
1887	24	16	2	1
1888	22	14	3	1
1889	32	20	3	1
1890	32	23	3	1
1891	28	20	2	1

MASSACHUSETTS.

Sarah Fuller Home for Little Children who Cannot Hear,

WEST MEDFORD, MASS.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation
1884				
1885				
1886				
1887				
1888	12	12	1	1
1889	13	13	3	3
1890	11	11	4	1
1891	13	13	4	4

MICHIGAN.

Michigan School for the Deaf,

FLINT, MICH.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	310	41	16	–
1885	321	85	18	–
1886	334	61	18	1
1887	297	60	18	1
1888	333	70	19	1
1889	347	60	19	2
1890	338	50	18	1
1891	345	65	19	2

MICHIGAN.

German Lutheran Deaf and Dumb Institute,

NORTH DETROIT, WAYNE CO., MICH.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	40	40	3	–
1885	40	40	3	–
1886	36	36	3	3
1887	37	37	3	3
1888	39	39	3	3
1889	47	47	3	3
1890	44	44	3	3
1891	50	50	3	3

MINNESOTA.

Minnesota School for the Deaf,

FARIBAULT, MINN.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	148	33	10	–
1885	164	40	11	–
1886	157	40	9	1
1887	165	34	10	2
1888	174	68	10	2
1889	189	87	10	2
1890	231	65	11	2
1891	242	100	12	2

MINNESOTA.

St. Mary's Institute for Deaf-Mutes,

ST. PAUL, MINN.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884				
1885				
1886				
1887				
1888	–	–	–	–
1889	37	37	2	2
1890	38	34	3	3
1891	47	40	4	4

MISSISSIPPI.

Mississippi Institution for the Education of the Deaf and Dumb,

JACKSON, MISS.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	88	25	6	–
1885	100	30	6	–
1886	90	20	7	1
1887	91	25	7	1
1888	85	30	7	1
1889	90	24	7	1
1890	99	16	8	1
1891	93	15	7	1

MISSOURI.

Missouri School for the Deaf and Dumb,

FULTON, MO.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	248	70	13	–
1885	261	60	13	–
1886	240	53	13	2
1887	259	64	13	2
1888	281	73	13	2
1889	297	63	16	2
1890	327	83	18	2
1891	336	80	18	2

MISSOURI.

St. Louis Day-School for the Deaf,

ST. LOUIS, MO.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	46	–	3	–
1885	45	–	3	–
1886	54	–	3	0
1887	53	–	3	0
1888	47	0	3	0
1889	42	–	2	0
1890	34	0	2	0
1891	42	35	3	1

MISSOURI.

St. Joseph's Deaf-Mute Institute,

HANNIBAL, MO.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	21	–	3	–
1885	22	9	1	–
1886	22	9	1	–
1887	–	–	–	–
1888	–	–	–	–
1889	–	–	–	–
1890				
1891				

MISSOURI.

Miss Parker's School for the Deaf,

ST. LOUIS, MO.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884				
1885				
1886				
1887				
1888				
1889				
1890	10	10	1	1
1891				

MISSOURI.

Maria Consilia Deaf-Mute Institute,

ST. LOUIS, MO.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884				
1885	–	–	–	–
1886	23	10	3	1
1887	26	3	3	1
1888	32	8	3	1
1889	30	11	3	1
1890	37	37	5	1
1891	45	36	4	3

MISSOURI.

Miss Kugler's School for the Deaf,

ST. LOUIS, MO.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884				
1885				
1886				
1887				
1888				
1889				
1890				
1891	5	5	1	1

NEBRASKA.

Nebraska Institute for the Deaf and Dumb,

OMAHA, NEB.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	129	27	8	–
1885	123	30	9	–
1886	118	26	8	2
1887	121	25	9	2
1888	139	48	9	2
1889	129	31	9	2
1890	142	47	10	4
1891	151	55	11	4

NEW JERSEY.

New Jersey School for the Deaf,

TRENTON, N.J.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	110	31	7	–
1885	119	22	7	–
1886	119	22	7	–
1887	117	33	7	2
1888	116	–	6	0
1889	117	37	8	2
1890	134	–	9	1
1891	138	45	9	4

NEW MEXICO.

New Mexico School for the Deaf and Dumb,

SANTA FÉ, N.M.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884				
1885	–	–	–	–
1886	5	0	1	0
1887	5	0	1	0
1888	8	0	1	0
1889	8	0	1	0
1890	9	0	1	0
1891	7	–	1	0

NEW YORK.

New York Institution for the Instruction of the Deaf and Dumb,

NEW YORK, N.Y.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	419	–	16	–
1885	414	–	16	–
1886	413	–	15	–
1887	391	391	17	–
1888	377	377	18	8
1889	365	365	14	8
1890	350	350	15	8
1891	342	335	16	8

NEW YORK.

Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes,

BUFFALO, N.Y.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	160	90	11	–
1885	150	100	11	–
1886	150	100	11	–
1887	158	100	12	4
1888	157	145	12	10
1889	164	150	12	10
1890	158	145	12	10
1891	141	136	12	11

NEW YORK.

Institution for the Improved Instruction of Deaf-Mutes,

NEW YORK, N.Y.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	184	184	15	–
1885	182	182	15	–
1886	198	198	15	15
1887	194	194	15	15
1888	207	207	19	14
1889	213	213	15	15
1890	214	214	20	20
1891	223	223	21	21

NEW YORK.

St. Joseph's Institute for the Improved Instruction of Deaf-Mutes,

FORDHAM, N.Y.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	262	262	20	–
1885	271	271	19	–
1886	271	271	19	–
1887	297	209	21	21
1888	314	314	20	19
1889	296	296	21	20
1890	311	311	21	20
1891	347	304	24	24

NEW YORK.

Central New York Institution for Deaf-Mutes,

ROME, N.Y.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	166	–	12	–
1885	164	15	12	–
1886	170	18	12	1
1887	165	28	13	1
1888	170	20	12	1
1889	160	37	12	1
1890	156	156	10	4
1891	162	150	11	2

NEW YORK.

Western New York Institution for Deaf-Mutes,

ROCHESTER, N.Y.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	175	140	14	–
1885	179	179	14	–
1886	188	150	14	7
1887	190	156	20	8
1888	176	176	19	8
1889	166	166	19	5
1890	171	171	15	5
1891	167	167	15	5

NEW YORK.

Northern New York Institution for Deaf-Mutes,

MALONE, N.Y.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	25	4	3	–
1885	37	7	4	–
1886	56	13	5	1
1887	69	18	6	1
1888	74	20	6	1
1889	74	12	6	1
1890	89	18	6	1
1891	95	28	7	1

NEW YORK.

Miss Keeler's Articulation Class for Deaf-Mutes,

NEW YORK, N.Y.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884				
1885				
1886				
1887	–	–	–	–
1888	11	11	2	2
1889	12	12	2	2
1890	12	12	2	2
1891	11	11	2	2

NEW YORK.

Albany Home School for the Oral Instruction of the Deaf,

ALBANY, N.Y.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884				
1885				
1886				
1887				
1888				
1889	3	3	1	1
1890	7	7	2	2
1891	10	10	2	2

NEW YORK.

Warren Articulation School,

(Private)

243 W. 21ST ST., NEW YORK CITY.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884				
1885				
1886				
1887				
1888				
1889				
1890				
1891	**15**	**15**	**4**	4

NORTH CAROLINA.

North Carolina Institution for the Deaf and Dumb and the Blind,

RALEIGH, N.C.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	114	–	10	–
1885	125	25	8	–
1886	125	25	8	–
1887	127	15	8	1
1888	137	12	8	1
1889	137	12	8	1
1890	132	14	8	1
1891	149	12	9	1

NORTH DAKOTA.

School for the Deaf of North Dakota,

DEVIL'S LAKE, NO. DAK.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884				
1885				
1886				
1887				
1888				
1889				
1890	17	0	2	0
1891	36	8	3	1

OHIO.

Ohio Institution for the Education of the Deaf and Dumb,

COLUMBUS, OHIO.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	476	100	26	–
1885	458	80	26	–
1886	447	–	26	2
1887	470	100	24	2
1888	472	100	26	2
1889	495	120	27	3
1890	471	122	25	2
1891	451	125	26	2

OHIO.

Cincinnati Public School for the Deaf,

CINCINNATI, OHIO.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	36	0	2	–
1885	36	0	2	–
1886	39	0	2	0
1887	35	0	2	0
1888	21	0	2	0
1889	13	0	1	0
1890	13	0	1	0
1891	11	–	1	0

OHIO.

Cincinnati Oral School for the Deaf,

CINCINNATI, OHIO.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884				
1885				
1886	7	7	2	2
1887	16	16	2	–
1888	18	18	2	2
1889	20	20	2	2
1890	20	20	3	2
1891	30	30	4	4

OHIO.

Toledo Deaf-Mute School,

TOLEDO, OHIO.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884				
1885				
1886				
1887				
1888				
1889				
1890	17	0	1	0
1891	17	–	1	0

OHIO.

Cincinnati Catholic School for Deaf-Mutes,

CINCINNATI, OHIO.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884				
1885				
1886				
1887	–	–	–	–
1888	25	–	2	–
1889	20	–	2	–
1890	20	–	2	–
1891				

OHIO.

Notre Dame Female School for the Deaf,

CINCINNATI, OHIO.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884				
1885				
1886				
1887				
1888				
1889				
1890				
1891	8	8	2	2

OREGON.

Oregon School for Deaf-Mutes,

SALEM, ORE.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	29	0	3	–
1885	29	0	3	–
1886	28	3	3	0
1887	31	5	3	–
1888	31	9	3	1
1889	34	7	3	1
1890	30	10	4	1
1891	43	18	3	1

PENNSYLVANIA.

Pennsylvania Institution for the Deaf and Dumb,

PHILADELPHIA, PENN.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	447	172	33	–
1885	466	143	34	–
1886	502	155	36	14
1887	504	140	36	13
1888	494	120	37	13
1889	478	120	37	13
1890	494	118	37	13
1891	490	130	38	14

PENNSYLVANIA.

Western Pennsylvania Institution for the Instruction of the Deaf and Dumb,

EDGEWOODVILLE, PENN.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	124	17	8	–
1885	145	29	9	–
1886	174	27	11	1
1887	178	33	12	1
1888	180	33	11	1
1889	197	28	11	1
1890	194	30	12	1
1891	211	50	13	2

PENNSYLVANIA.

Pennsylvania Oral School for the Deaf,

SCRANTON, PENN.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	20	20	2	–
1885	18	18	1	–
1886	18	18	1	1
1887	24	24	2	2
1888	36	36	3	3
1889	42	42	4	4
1890	53	53	5	5
1891	53	53	5	5

PENNSYLVANIA.

Miss Mary Garrett's School for Deaf Children,

PHILADELPHIA, PENN.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	8	8	1	–
1885	12	12	2	2
1886	16	16	2	2
1887	15	15	2	2
1888				
1889				
1890				
1891				

PENNSYLVANIA.

Home for the Training in Speech of Deaf Children before they are of School Age.

PHILADELPHIA, PENN.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884				
1885				
1886				
1887				
1888				
1889				
1890				
1891	20	20	–	–

RHODE ISLAND.

Rhode Island School for the Deaf,

PROVIDENCE, R.I.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	29	29	3	–
1885	32	30	4	–
1886	32	32	4	4
1887	36	36	5	5
1888	33	33	5	5
1889	31	30	5	5
1890	41	41	5	5
1891	42	42	5	5

SOUTH CAROLINA.

South Carolina Institution for the Education of the Deaf and Dumb and the Blind,

CEDAR SPRING, S.C.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	59	11	5	–
1885	67	13	4	–
1886	74	15	4	1
1887	72	25	5	2
1888	81	28	5	2
1889	74	23	6	2
1890	81	20	7	2
1891	91	26	7	2

SOUTH DAKOTA.

Dakota School for Deaf-Mutes,

SIOUX FALLS, SO. DAK.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	33	0	2	–
1885	36	0	2	–
1886	40	4	3	–
1887	45	14	5	1
1888	44	13	5	2
1889	51	16	5	1
1890	51	16	5	1
1891	47	18	4	1

TENNESSEE.

Tennessee Deaf and Dumb School,

KNOXVILLE, TENN.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	153	15	7	–
1885	148	13	8	–
1886	150	10	8	1
1887	151	11	8	1
1888	164	13	8	1
1889	187	16	9	1
1890	191	20	9	1
1891	188	110	9	1

TEXAS.

Texas Deaf and Dumb Asylum,

AUSTIN, TEX.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	129	25	10	–
1885	146	33	9	–
1886	148	25	10	1
1887	158	34	10	1
1888	174	34	12	1
1889	195	39	11	1
1890	212	49	13	1
1891	229	50	13	1

TEXAS.

Deaf, Dumb, and Blind Institution for Colored Youths,

AUSTIN, TEX.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884				
1885				
1886				
1887				
1888	28	5	3	1
1889	35	–	3	–
1890	40	5	3	1
1891	39	5	3	0

UTAH.

Utah School for the Deaf,

SALT LAKE CITY, UTAH.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	–	–	–	–
1885	20	0	1	–
1886	20	0	2	0
1887	20	0	2	0
1888	35	0	2	0
1889	38	4	3	1
1890	43	0	3	0
1891	48	–	4	1

VIRGINIA.

Virginia Institution for the Education of the Deaf and Dumb and of the Blind,

STAUNTON, VA.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	97	49	12	–
1885	98	36	11	–
1886	96	42	12	1
1887	96	25	12	1
1888	102	35	11	1
1889	106	25	10	1
1890	113	25	11	1
1891	113	25	11	1

WASHINGTON.

Washington School for Defective Youth,

VANCOUVER, WASH.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884				
1885	9	0	2	–
1886	20	6	3	1
1887	22	7	3	1
1888	25	7	3	1
1889	32	8	3	1
1890	33	9	3	2
1891	55	15	4	2

WEST VIRGINIA.

West Virginia School for the Deaf and the Blind,

ROMNEY, W. VA.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	75	0	5	–
1885	76	22	6	–
1886	79	23	6	1
1887	68	–	6	1
1888	62	25	6	1
1889	82	39	6	1
1890	88	48	6	1
1891	91	50	7	1

WISCONSIN.

Wisconsin School for the Deaf,

DELAVAN, WIS.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	242	48	14	–
1885	231	61	14	–
1886	236	45	14	3
1887	249	48	15	3
1888	259	48	15	3
1889	226	44	15	3
1890	223	43	15	3
1891	210	45	16	3

WISCONSIN.

Milwaukee Day School for the Deaf,

MILWAUKEE, WIS.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	11	11	2	–
1885	25	25	3	–
1886	35	35	4	3
1887	37	37	6	6
1888	43	43	5	5
1889	44	44	6	6
1890	49	49	6	5
1891	39	39	6	6

WISCONSIN.

La Crosse Oral School for the Deaf,

LA CROSSE, WIS.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884				
1885				
1886				
1887				
1888	5	5	1	1
1889	7	7	1	1
1890	8	8	1	1
1891	9	9	1	1

WISCONSIN.

Wausau Day School for the Deaf,

WAUSAU, WIS.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884				
1885				
1886				
1887				
1888				
1889				
1890	8	8	1	1
1891	6	6	1	1

WISCONSIN.

Frentz School for the Deaf,

OSHKOSH, WIS.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884				
1885				
1886				
1887				
1888	7	0	1	0
1889				
1890				
1891				

WISCONSIN.

St. John's Catholic Deaf-Mute Institute,

ST. FRANCIS, WIS.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	45	–	3	–
1885	45	9	3	–
1886	27	10	3	1
1887	21	8	3	2
1888	28	10	3	2
1889	27	13	3	2
1890	29	19	4	2
1891	38	23	4	2

BRITISH COLUMBIA.

British Columbia School for Deaf-Mutes,

VICTORIA, B.C., CANADA.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884				
1885				
1886				
1887				
1888	6	4	1	0
1889				
1890				
1891				

MANITOBA.

Manitoba Institution for the Education of the Deaf,

WINNIPEG, MANITOBA, CANADA.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884				
1885				
1886				
1887				
1888	10	4	1	1
1889	19	–	1	0
1890	30	3	3	1
1891	39	5	4	1

NEW BRUNSWICK.

New Brunswick Deaf and Dumb Institution,

PORTLAND, N.B., CANADA.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	32	0	2	–
1885	–	–	–	–
1886	–	–	–	–
1887	–	–	–	–
1888	–	–	–	–
1889	–	–	–	–
1890				
1891				

NEW BRUNSWICK.

Fredericton Institution for the Education of the Deaf and Dumb,

FREDERICTON, N.B., CANADA.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	20	2	2	–
1885	17	–	2	–
1886	–	–	–	–
1887	–	–	–	–
1888	24	5	3	–
1889	–	–	–	–
1890	23	2	3	0
1891	27	2	4	0

NOVA SCOTIA.

Halifax Institution for the Deaf and Dumb,

HALIFAX, N.S., CANADA.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	73	13	4	–
1885	74	10	5	–
1886	78	10	5	–
1887	75	–	5	0
1888	72	15	5	1
1889	72	23	5	2
1890	74	31	6	1
1891	72	27	6	1

ONTARIO.

Ontario Institution for the Deaf and Dumb,

BELLEVILLE, ONT., CANADA.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	286	32	15	–
1885	284	33	15	–
1886	273	37	15	1
1887	264	39	15	1
1888	265	38	15	1
1889	274	40	15	1
1890	291	42	16	1
1891	296	43	15	1

PROVINCE OF QUEBEC.

Catholic Male Deaf and Dumb Institution for the Province of Quebec,

MONTREAL, P.Q., CANADA.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	126	50	25	–
1885	117	30	27	–
1886	105	36	28	5
1887	107	40	28	5
1888	103	26	33	5
1889	112	40	32	5
1890	120	59	30	28
1891	113	60	30	7

PROVINCE OF QUEBEC.

Catholic Female Deaf-Mute Institution,

MONTREAL, P.Q., CANADA.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	165	59	35	–
1885	185	60	35	–
1886	230	78	44	12
1887	228	75	39	10
1888	209	66	44	10
1889	209	66	44	10
1890	165	78	36	15
1891	196	72	38	15

PROVINCE OF QUEBEC.

Mackay Institution for Protestant Deaf-Mutes and the Blind,

MONTREAL, P.Q., CANADA.

DATE.	PUPILS.		TEACHERS.	
	Total.	Taught Speech.	Total.	Articulation.
1884	45	8	4	–
1885	45	12	4	–
1886	46	14	4	2
1887	50	18	4	2
1888	46	–	4	2
1889	40	16	4	2
1890	48	25	5	3
1891	50	20	5	3

AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF.

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Terms expire 1893.

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GARDINER G. HUBBARD,
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Terms expire 1894.

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BSB Bayerische StaatsBibliothek
MDZ Münchener DigitalisierungsZentrum Digitale Bibliothek

Bell, Alexander Graham,

Address upon the condition of articulation teaching in American schools for the deaf, by Alexander Graham Bell, president of the American association to promote the teaching of speech to the deaf delivered June 29 , 1892, at the opening of the second summer meeting of the association,

Boston 1893

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